DOCUMENT RESUME

ED 115 606 SP 009 675

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TITLE Inservice Education; Current Trends in School Policies and Programs.
INSTITUTION National School Public Relations Association, Arlington, Va.
PUB DATE 75
NOTE 65p.
AVAILABLE FROM National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13321, $6.75)

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Personnel; *Humanization; *Inservice Programs; *Inservice Teacher Education; Program Evaluation; School Districts; *Staff Improvement; Teacher Associations; *Teacher Improvement; Teacher Role

ABSTRACT

This report on inservice education begins with an overview of the need for staff development programs. The districts contributing to this report offered their goals and objectives, their approaches to evaluation, and the new roles they see their teachers and administrative staff playing in education today. Chapter 1 contains a statement of the problem--how best to promote instructional staff development. In chapter 2, four school districts present examples of goals and objectives that will ensure a comprehensive and people-oriented program of staff development. The focus in chapter 3 is on the two levels of need that staff development programs are meeting. These needs are (1) teacher needs, and (2) organization needs. Examples of how several districts are meeting these needs are given. Program evaluation is the topic of chapter 4. Several different approaches to evaluation that school districts are using are discussed in this chapter. In chapter 5 the various roles of those involved in inservice education are defined, and again examples of programs are cited. Chapter 6 discusses the special needs of urban inservice programs, using the Dallas Independent School District as an example. A paradigm for studying teacher development is detailed in chapter 7. Finally, chapter 8 contains a summary of what is being done in the field of staff development. (RC)

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ED115606

EDUCATION U.S.A.
SPECIAL REPORT

INSERVICE EDUCATION

CURRENT TRENDS in School Policies and Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Publication of the
National School Public Relations
Association

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National School Public Relations Association
1801 N. Moore Street
Arlington, Virginia 22209

Library of Congress Catalog Card No. 75-24885

Single copy, $6.75
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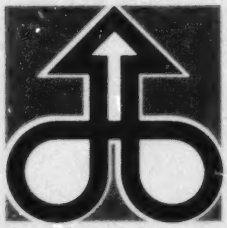

INSERVICE EDUCATION

CURRENT TRENDS in School Policies and Programs

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Acknowledgment

Inservice Education is one of a series of special reports on current trends in school policies and programs. The purpose of the series is to provide school practitioners at all levels, and others concerned with education, with the most up-to-date information on problems which are at the core of today's constantly changing education scene.

Inservice Education was written by Daniel P. Davies of Tucson, Ariz., and Catherine D. Armistead of San Francisco, Calif. The report was edited by J. William Jones of Philadelphia, Pa. It was developed by the Education U.S.A. Special Reports staff: Roy K. Wilson, Editorial Director, and Cynthia C. Menand, Director of Editorial Services. Special research and production assistance was provided by Lyn Broad, Reston, Va., Joan Lenz and Debbie Lucckese. Graphics by Brooke Todd and Associates, Arlington, Va.

The National School Public Relations Association expresses its thanks to the many school districts and state departments of education which responded to requests for information and offered valuable assistance to the researchers, writers and editors of this report.

Overview

Staff development long had been a stepchild of the American educational process. A necessary stepchild, perhaps, to meet the technical requirements of states toward permanent teacher certification, but basically a stepchild nevertheless.

More often than not, inservice or staff development classes were conducted behind the ivory towers of a college or university, far removed from the local classroom setting. And they were taught by college professors who hadn't been near a public school in years.

And if college teacher training centers were far from the average American classroom, they were light years away from the inner city, from poverty, and from the deprivation of the ghetto. But there was some rationalization for this. After all, everyone knew that the poor kids who lived there were pretty much incapable of learning, and there really wasn't too much staff development could do about a problem like that.

Even those college programs recognized generally as good ones concentrated pretty much on knowledge of subject matter and methodology. Like Campbell's recipe for chicken broth, the prescription for training the average American child in the average American classroom by the average American teacher remained pretty much the same as American education plodded slowly but surely into the second half of the Twentieth Century.

After all, by this time American public education was an institution, a tradition, and a very successful one at that. So why change the prescription now?

But then a strange thing happened one day in the fall of 1957. A backward, ice-covered nation named Russia orbited a little piece of metal around the earth and they called it Sputnik.

And as upset Americans began to ask pointed questions about why a great free nation was beaten into space by the Communists, many eyes began to focus on the nation's educational system. Why, the question was asked, and asked again, hadn't the American education system produced the kind of scholars and scientists and advanced academic talent necessary to win the race into space?

Was it possible, they asked somewhat incredulously, that American education wasn't all it was cracked up to be?

Thus it was, early in the 1960s, that critics in high places at federal, state and local levels began to look for the answer. And even the nation's press, long relegating education to a news slot somewhere below the fold on the religion page, began to probe the inner sanctum of American public education.

Nationally standardized test scores revealed some of the terrible truth. And citizens committees throughout the country began to find, in far too many places, dilapidated schools, outdated curriculums and teachers who really weren't that well prepared after all.

Upon the heels of these revelations came the American education revolution of the mid-1960s. Terms like "relevance" and "flexibility" began to surface. Suddenly there was "innovation" and "affective education."

Aggressive, young, reform-minded superintendents like Mark Shedd in Philadelphia began to upset the apple carts of educational tradition by proclaiming that if the child was failing, be he from the richest suburb or the poorest ghetto, it wasn't the child's fault at all; it was the fault of the system that was unable to teach its teachers to cope with the many varied, complex and suddenly exposed problems of educating all the pupils of the nation's public schools.

While Campbell's was having little, if any, problems turning millions of cans of quality chicken broth with a tradition-tested recipe that spanned the generations, it suddenly became apparent to American educators, and to their critics, that each child was a distinct individual, an individual with different needs, different feelings,

INSERVICE EDUCATION

CURRENT TRENDS in School Policies & Programs

Yes, But Can She Sell Shaving Cream?

In these days of recruiting wars and routine six-figure salaries for sports heroes across the country, Earl Hoffman, assistant professor of education at Northern Illinois U., took a somewhat rose-colored, tongue-in-cheek look in the October 1974 issue of *Phi Delta Kappan* at what a few reversed national priorities might mean to the future someday of an All-American student teacher. This is what he saw:

Now that the current student teacher season is over, it is appropriate to review briefly the tremendous, record-setting experiences of All-American student teacher Anne Jellick.

It was apparent from the outset that Ms. Jellick would compile an outstanding record. She reported in excellent mental and professional condition. During the first week she appeared to be in mid-semester form. This fantastic beginning, combined with her special desire, abilities, attitude, and empathy for children and faculty, permitted her to reach remarkable heights during the season.

Jellick has all the attributes of a champion in the professional world. She displays the all-around versatility necessary for success. Lightning reflexes enable her to change plans smoothly when the principal pulls a surprise fire drill or the art teacher is late. She can turn such surprises as a child's overt reaction to an upset stomach, or the confusion created by a loose wasp in the classroom, into quick, solid learning points. She scores consistently with careful planning, errorless execution, and accurate individual and class evaluations.

The statistics of Anne's season completely revised the record books. She was in control of the teaching activities of the classroom for a total of 4,017 minutes. She made a total of 36 home visits, a new national record. She attended three PTA meetings and took an active part in a public hearing called by the school board. She participated in seven staffings, three of which she initiated unassisted by her cooperating teacher. Her students, during one three-week period, turned in a completed assignment ratio of 89.74%, unprecedented in recorded elementary school history. Her milk money and hot lunch collections were exact to the penny for 12 consecutive weeks.

As the employment season approaches, it is expected that at least 150 school districts will bid for Ms. Jellick's services. While she hopes to remain within a radius of 35 miles from home, she probably will consider outstanding offers from more distant schools. Her placement manager estimates that the final bid of the successful district will include a bonus in excess of $250,000 for signing and a multiyear contract of $25,000 to $30,000 per school term. This will eclipse the present record for a bonus by approximately $40,000. It is a fitting climax to a record-setting student teaching experience of a great All-American, Anne Jellick.

different goals and different horizons. You simply couldn't process him like a can of soup.

And no one was more prepared to deal with this revelation than those teaching teachers to teach. They were faced, like most of the profession, with a massive, varied and complex change that was to alter, perhaps forever, the course of education in the United States.

Thus it was in the late '60s that terms like "self-worth" and "humanism" and "individuality" began to invade the jargon of staff development. Course material began to delve into interpersonal communications and just plain warmth in the classroom.

Yet the change was just beginning. For with the '70s came the first faint sounds of the word "accountability," where disgruntled parents, politicians and taxpayers began talking of holding those in the education profession accountable for their output; that is, for the achievement of the children in their care.

This brought more teacher associations and unions quickly into the staff development picture as everyone began to search for the key to better education in the nation's schools.

And that is what this Special Report is all about. The editors of *Education U.S.A.* have compiled information on staff development from school districts throughout the country as they attempt to carve new routes toward the better training of their teachers.

The districts contributing to this report offer their goals and objectives, their approaches to evaluation, and the new roles they see their teachers and administrative staff playing in education today. They look at needs assessment, too, and at the structure of inservice programs, as well as at the necessity of involving universities and teacher and administrator associations.

They discuss the new "humanness" of staff development; the "personal interest" in children and the "emotional maturity" that teachers and administrators need to survive the setbacks that are inevitable and wade back in to do an even better job.

In short, they present blueprints for better staff development as education, and all those affected by it, continues to cope with the kaleidoscopic change of youth, of society and of life itself.

Chapter 1

The Problem—Instructional

How best to promote instructional staff development is the problem. It has many aspects.

First, there is the **image** problem. How can teachers be galvanized into realizing that they may belong to the world's most potent profession?

Second, there is the **content** problem. What should teacher inservice development programs cover? That itself has two aspects. On the one hand, there is subject matter. What should teachers know about? On the other hand, there is the question of what they should be able to do. One deals with cognitive learnings; the other with skills and techniques.

Third, there is the **teacher-behavioral** problem. This one deals with the kind of person the teacher is. It has ramifications in values, basic behavioral patterns, social conditioning and similar philosophical-psychological factors.

Finally, there is the problem of **process**, i.e., *how* does one go about instructional staff development? Should each teacher be expected to go it alone? Or should school districts set up local programs and policies to help groups of teachers, or *all* teachers, along the way? The roles of state education departments and of colleges and universities need examination. So does the role of teacher organizations.

Professor Arthur Jersild of Teachers College, Columbia U., put the problem in stark perspective a few years ago when a small committee of the faculty was asked to consider how the college might best redesign its curriculum to look ahead to the next 10 years. After Jersild had listened through several sessions of the committee's deliberations about the desirability of adding this course and dropping that, and whether there ought to be more emphasis upon this or that field of knowledge, he interrupted the discussion and said the committee was on the wrong track. He said, in effect, that the crucial need for teacher development was not more knowledge of subject matter, nor teaching techniques. Not that those items were not important. It was just that the kind of person the teacher was, the ability the teacher had to respond to others and their problems with emotional maturity was the key factor in relating constructively to students.

He said that many of the discipline problems encountered by teachers were a result of the teacher's personalizing of nonacceptable student behavior. The teacher was not able to maintain a clinical attitude, he said, toward such student behavior. He or she saw it, rather, as a direct personal attack or affront.

Jersild felt that teachers who had solved their own personal problems, who had come to see themselves, their abilities and their shortcomings realistically – in short, who had reached emotional maturity – could perform their professional duties at a higher level of effectiveness.

At this point, Jersild threw a bombshell into the committee's lap. He proposed that Teachers College offer a new kind of masters' degree. Each student would be asked to place in escrow with the college an amount of money equivalent to the cost of a traditional masters' degree. But instead of taking more courses and workshops as in the past, the student would enter into analysis. The process of analysis would continue until the psychoanalyst or psychiatrist would pronounce the person as emotionally "fit." At that point, Teachers College would award the masters' degree.

The committee listened politely until he was finished, and then went back to the "important" question of courses, credits, grades and other requirements. The subject was not mentioned again.

Experiments at other colleges and universities have conducted similar experiments, the results of which proved Jersild to be right on target.

A carefully selected, highly able group of advanced graduate students at Georgia State U. in Atlanta agreed to recall from their school experiences just one teacher whom each would rate as

Staff Development Workshops Improve Communication

Alert school administrators across the country have become increasingly aware of the important role that communication plays not only in the internal affairs of a school district, but in maintaining a two-way flow of information between the school district and its many publics in the community.

Today's school leaders dare not remain insulated from their community or their own teaching and support staffs. Parents, students, school personnel, advisory groups are just a few of the important publics with whom today's educator must communicate. Many school faculty meetings, formerly confined to members of the teaching profession and administrative group, are now called "School Family Meetings" and provide an opportunity for everyone who works in a school building – the school secretary, aide, cook, bus driver, maintenance and custodial worker, as well as parent aides, volunteers, and in many instances, students – to meet together and discuss their mutual concerns and develop plans to improve the school's communication program.

In 1973-74 the National School Public Relations Assn. (NSPRA) joined hands with the Council of Chief State School Officers (CCSSO) to conduct a series of 10 regional seminars on the improvement of school communication in major population centers. During 1974-75 the seminars were conducted in over 100 locations bringing communication specialists and staff development workshops to within driving distance of school buildings across the nation.

The one-day staff development seminars assisted principals, central office administrators, school communication specialists, and members of the total "school family" to develop an effective school-community relations program for each elementary and secondary school. A major objective of the seminars was to provide an opportunity for each participant to learn the building-level communication process.

The National Academy for School Executives (NASE), sponsored by the American Assn. of School Administrators, provides an annual series of training and staff development seminars for school administrators and other members of the management team. The National School Boards Assn. and the National Assn. of State Boards of Education have developed workshop programs for their members and school administrators to provide training in such specific areas as negotiations, policy development, etc. During the past several years state departments of education, state school board groups, and the National Assn. of Elementary School Principals and the National Assn. of Secondary School Principals have conducted staff inservice workshops to improve communication.

Today's school public relations program is more than a printed piece of material or a slide show; it is not a cover-up, but is a planned, systematic program of two-way communication designed to build support, morale, goodwill and understanding.

most outstanding, and to enumerate his or her distinguishing characteristics. Here, in brief, is what each said:

Student #1 – My favorite teacher knew her subject, and she was always prepared. She made each member of the class feel important. She always wrote the objective for the day's lesson on the board. Her ability to conduct a discussion was outstanding. The class was always under control – yet she never had to raise her voice.

Student #2 – My math teacher spent lots of time helping each of us in the class. More than that, she helped us with our personal problems – way beyond the subject matter of the class itself.

Student #3 – He was always friendly and relaxed. There was always time for student-teacher interaction. We did a lot of planning together. He was extremely patient with goof-offs. He spent time with us out of class, weekends, and during the summer.

Student #4 – She enjoyed living – always bubbling over with good humor.

Student #5 – He was soft-spoken. He talked *with* us, not *at* us.

Student #6 – He conducted the class like a happy family. He was fair, with a definite, consistent personality. He was more like a good guidance counselor, with great listening ability.

Student #7 – I was in school to play ball. School subjects didn't interest me. My chemistry teacher tried to show me that school meant more than athletics. I didn't listen – he had to flunk me. I'm grateful now, but then I was furious.

Student #8 – Our history teacher was knowledgeable, with a great sense of humor. He showed personal, sympathetic interest in all students. He seemed proud of us.

Student #9 – She knew her stuff, and showed great understanding of our age group. "Compassion" is the word for her attitude toward us. She was interested in her own personal and professional growth. She had complete control of the class at all times.

There were common threads running through their testimonials: warmth, personal interest in each student, like a counselor, sense of humor, sympathetic, deserving of respect, fair, consistent personality, bubbling over with good humor, soft-spoken, talked *with* us, not *at* us, friendly, relaxed, patient, helped us with personal problems, made each of us feel important.

How, then, can American education provide "favorite teachers" who display the personal qualities recalled by those graduate students, who have a vision of championship teaching, who are well versed in the subject matter of their profession and in the broad sweep of the history and culture of mankind, know full well the meaning of terms and concepts like basic skills, life-long learning, creativity, individuality, humanism, relevance, flexibility in the face of change, responsibility, citizenship, and self-worth for students?

How can they, humanists ask, if such ideas and concepts do not figure prominently in the professional training and day-to-day lives of teachers? If teachers [illegible] experience of what those ideas can [illegible] they show students the way – and [illegible] to grow toward that goal of being a favorite teacher?

Stated another way, the problem facing today's educators is the reexamination of traditional concepts and practices of inservice education. The new assumption underlying changes in inservice education is that "staff development," as it is often called, is an important and integral part of the total educational process of the schools. It plays a part in the achievement not only of such educational product goals as student learnings and student behavior changes, but also of process goals like effective leadership within the organization, productive teacher-student relations, teacher self concept harmonious with educational goals, and improved communication between all members of the educational community as well as between the education community and parents, taxpayers and other community members.

Although broad educational goals may be much the same across the country, each district has unique problems and needs. American education offers a chance for each district to adjust goals and objectives – and means of achieving them – to its own particular situation. It follows that no two staff development programs will, or should be, exactly the same.

Chapter 2

Goals and Objectives: Guides to Effective Staff Development

In staff development, as in preparing for a sporting event, all activities must be directed toward reaching some clearly visable, widely valued goal. Just as it would be unwise and futile to demand that a person preparing to compete in, say, fencing go through training designed for a weight lifter, so, obviously, is it unwise to assign staff development activities randomly without regard for compatability of activity and goal or objective sought. The two districts cited below offer examples of goal setting to ensure a comprehensive and "people-oriented" program.

Tucson, Ariz.

For this reason, as well as others, the Amphitheater School District, in Tucson, Ariz., formulated a series of eleven goals for student learning – and to give direction to staff development activities. The goals, arrived at through involvement of board members, administrators, teachers, students, parents and community members are:

1. Each student should develop a sense of self-worth.
2. Students should develop skills needed to enter the world of work with an awareness of opportunities and requirements related to specific vocations and advanced education.
3. Each student should acquire attitudes, knowledges, and habits which permit him to function effectively as a responsible citizen.
4. Each student should acquire good health habits and an understanding of conditions necessary for maintaining his physical and emotional well-being.
5. Each student should have the services of an effective and comprehensive counseling and guidance program in grades K-12.
6. The student should have the opportunity to develop a wide variety of interests.
7. Students should be exposed through active participation to situations which will allow them to make decisions, accomplish tasks, test new things, examine alternatives and express creative thinking.
8. Schools should establish a code of discipline commensurate with community and legal standards. The student should develop self-discipline by becoming aware of the benefits of good discipline and should be willing to assume responsibility for his actions.
9. Each student should develop skills in mathematics, reading, writing, speaking, and listening to the maximum level of his individual ability.
10. The school district should have a comprehensive system of constructive evaluation whereby school programs and student progress can be continually appraised.
11. Students should have the opportunities for the development of understanding and appreciation of human achievement in the humanities, fine arts and sciences.

These goals were then turned back to all concerned in the form of a written questionnaire for validation, derivation of objectives from the goals, and setting of priorities.

The staff development program, as an integral part of the educational process, flows from the goals set by the district.

Birmingham, Mich.

The staff development program in the Birmingham, Mich., Public Schools, is more focused. It strives:

- to develop an inservice program organized around the theme of "Humaneness in Education" emphasizing three of the district's goals.
  - ▲ **Self-worth** – To provide experiences which will help each student acquire the greatest possible understanding and acceptance of himself as a worthy and contributing member of society.
  - ▲ **Humanism** – To help students recognize the essential humanity of all people and to encourage the development of relationships which demonstrate acceptance and concern for others.
  - ▲ **Individuality** – To create an atmosphere which fosters creativity and values the individuality of each student.
- To encourage the application of these three instructional goals in the district by providing participants with insights into appropriate techniques, resources, and materials.
- To provide additional opportunities for professional staff to participate in the inservice program planning and decision-making procedures.
- To try to improve staff morale as a result of the inservice program.
- To provide the opportunity for professional staff to discuss matters of common interest and concern.
- To create a climate in which the members of the professional staff will be stimulated to evaluate and improve their relations with students.

Los Angeles, Calif.

The Task Force on Staff Development of the Los Angeles Unified School District outlines a set of "purposes" which encompass not only educational product goals, but also broad institutional process objectives:

- **Purpose 1**: To ensure the best possible educational program for all of the pupils in all of the schools of the district. (*Discussion:* It is self-evident that this is the basic mission of the district and reason for its being. We list this as a purpose here in recognition that staff development, or, indeed, any activity of the district must be structured with this in mind, and relate back to this central theme.)
- **Purpose 2**: To provide for the continuing improvement of job skills needed by employes.
- **Purpose 3**: To enable employes to keep abreast of new information and current developments in their field of specialization.
- **Purpose 4**: To identify employes with potential for promotion including those in an Affirmative Action Program and to prepare them for advancement. (*Discussion:* The future of the district is highly dependent upon its capacity to assure quality in the succession of leadership in all of the district's activities. Attractive and accessible career opportunities must be available to *all* employes to sustain motivation and morale, to implement fully the district's affirmative action policies, and to provide for future leadership needs.)
- **Purpose 5**: To encourage effectiveness in interpersonal skills through a program of organizational development. (*Discussion:* This is an essential need in accommodating the changing nature of the district's organizational and educational processes. A planned program of organizational development is the means towards addressing the growing need for team building and higher levels of awareness and skills in staff, community and pupil relations.)
- **Purpose 6**: To provide a variety of training opportunities reflecting the needs of individuals and local organizational units. (*Discussion:* Basically this relates to the need for thoughtfully designed programs which recognize both individual and district objectives and need, and are consciously structured to achieve a more optimum convergence of individual and organizational needs.)
- **Purpose 7**: To effectively employ college, university and other community resources to supplement the district program. (*Discussion:* This relates to the recognition of the need to utilize all of the resources of the community in staff development. Also, channels of communication are opened to provide a flow of data to the field and from the field to the institutions of higher learning which can enrich both.)

What Teachers Like . . .

Many teachers have negative feelings toward inservice meetings due to nonproductive and poorly planned programs they have attended. The resourceful school district must ask itself: "What kinds of inservice programs do we need that will be well received by our faculty?" Hilmar Wagner, associate professor of curriculum and instruction at the U. of Texas, offers 10 suggestions on what teachers like at inservice meetings.

- Teachers like meetings in which they can be actively involved. Just as students do not want to be passive, most teachers prefer Dewey's "learning by doing."
- Teachers like to watch other teachers demonstrate various techniques in their teaching field. Demonstration teaching can serve as a model that teachers can take back to their classrooms.
- Teachers like practical information – almost step-by-step recipes – on how others approach certain learning tasks. Too often, inservice programs are theoretical and highly abstract.
- Teachers like meetings that are short and to the point. The introduction of guests at a meeting is often ego-filling for those introduced, but cuts into valuable inservice time.
- Teachers like an in-depth treatment of *one* concept that can be completed in one meeting rather than a generalized treatment that attempts to solve every teacher's problems in one session.
- Teachers like well-organized meetings.
- Teachers like variety in inservice programs. If the same topics are covered every time, attendance may drop off.
- Teachers like some incentive for attending inservice meetings; released time, salary increments, advancement points on rating scales.
- Teachers like inspirational speakers occasionally. Such speakers can often give a staff the necessary drive to start or complete a school year.
- Teachers like to visit other schools to observe other teachers in situations similar to their own. These visits, even when observing poor teachers, are highly educational.

- **Purpose 8**: To ensure that the necessary training precedes the imposition of new requirements and the introduction of new and innovative programs. (*Discussion:* Too often, in the past, large numbers of employes have faced massive change for which they were relatively unprepared. This has seriously impaired morale as well as the implementation of change. A well-designed staff development program could include provision for the anticipation and preparation for change through training sufficiently in advance of the change.)
- **Purpose 9**: To provide for an ongoing assessment of staff development activities and necessary adjustments in programs. (*Discussion:* This is difficult. It would be impossible without an adopted set of goals and objectives. They become the hard base against which results of the staff development can be compared. The problem that no one yet appears to have solved is that a cause-and-effect relationship between teachers' behaviors and student learnings has not been demonstrated.)

Monticello, Iowa

A staff development plan from the Monticello (Iowa) Community Schools builds in both objectives and a specific way of determining if the objective has been achieved. Called the "Inservice Education Plan of Action," its goals are:

1. Participating faculty members will be able to keep abreast of rapidly changing educational technology; thus implementing at least one innovative concept.
2. Upon completion of each inservice course, each participating faculty member may apply for approved credit toward certificate renewal.
3. Participating faculty members will develop and use instruments which help evaluate all domains (affective, cognitive and psychomotor) of the child.
4. Students of participating faculty members will be able to demonstrate behavioral changes such as: decreased frequency of discipline referrals and problems, truancy and tardiness; thus increasing teacher-pupil interaction.
5. Participating faculty members will be able to improve their quality of instruction as measured by standards set forth in the locally approved teacher evaluation instrument.

The creative feature of the Monticello plan is that setting goals and deriving objectives comes first, but they don't stop there. The stage is then set for the creation of a program with built-in provisions for monitoring outcomes. And, most importantly, teachers are involved in each activity.

Tradition Is No Longer Acceptable

Tradition still accounts for policies in many branches of education, but in at least one, inservice training for teachers, it no longer can be accepted, according to the New Hampshire Office of Teacher Education and Professional Standards, which contends:

> The traditional approach to inservice education is unacceptable because it was not responsive to modern needs. It put emphasis on taking courses – any courses – to show professional growth; it did not encourage professional initiative on the part of individual teachers and administrators; and it did not give credit for exploratory or innovative activities in education which a teacher or administrator may be doing right on the job.

Chapter 3

Needs Assessment— Content and Structure of Programs

Staff development programs are meeting two levels of needs: teacher needs and organization needs. That is, activities which are designed specifically to enhance a teacher's effectiveness in the classroom, and those (usually of a group nature) which are planned to enhance the effectiveness of the school district as a functioning organization.

Teachers' Needs Defined

Traditional programs were based on the following assumptions: 1) That the central administration and university departments of education knew what was best for teachers. Those who held such beliefs thought it would be "best" for teachers to have "orientation" workshops a day or two before school started and some time for working in classrooms to prepare for the coming year, as well as a workshop day or two during the school year and courses offered in the evening or during the summer, taught on the university campus; and 2) that to grow professionally a teacher needed basically to learn more about the subject he or she was teaching; experience would take care of the rest.

Guidelines for approval of courses usually stressed that they should be related to what a teacher was currently teaching or intended to teach in the future, thereby emphasizing that the development of cognitive skills is what is important in education.

New assumptions are:

1) That teachers themselves are an important source of information concerning their own professional growth needs, which can be tapped through needs assessments.

2) That self-awareness and an understanding of human interaction are crucial to effective teaching.

It may appear to many that goal-setting is to needs assessment as the chicken is to the egg, because establishing a goal does represent recognizing a need. Yet, in the planning of inservice programs, districts are usually conducting formal needs assessments after goals and objectives for the program have been set because the objectives give teachers a focus in thinking about what they need.

The Lincoln Intermediate Unit #12 in New Oxford, Pa., has developed a two-page needs assessment survey to help in determining both the needs and interests of their instructional staff in order to facilitate planning for the inservice program. (See p. 16-17.) Note that there are 97 items of possible need or interest for teachers to check. The list itself can be copied from some existing list, developed by a small group of persons brainstorming, or it can be compiled from suggestions sent in previously on a blank form distributed to all instructional personnel plus other categories of persons as desired. The checklist is simply a device for narrowing down the list to a manageable length.

Although staff development programs do occasionally include courses in "subject matter" like English literature, differential calculus, Chinese history, or a survey of philosophy, such courses rarely touch on the problems of teaching. Teachers more often ask for "practical" help in improving their teaching techniques, and such help often comes most effectively from concept and theory courses involving understanding and learning how to apply principles of human interaction. On the following pages are some inservice course descriptions from around the country.

Plano, Tex.

Inservice programs in the Plano (Tex.) Independent School District are designed around the needs of the district and are intended to assist teachers in obtaining information/suggestions in specific areas of concern in the total school program. The total staff has input into development of the sessions by

Needs Assessment Survey

LINCOLN INTERMEDIATE UNIT #12
New Oxford, Pennsylvania

NEEDS ASSESSMENT SURVEY FOR INSTRUCTIONAL STAFF

(Directions: Please check all items according to your degree of interest.
Return this completed form to the administrative office.)

	Degree of Interest		
	None	Some	Much
1. Method of Motivating Students	___	___	___
2. Behavioral Objectives	___	___	___
3. Dealing with Individual Differences	___	___	___
4. New Grouping Patterns (Non-Graded School Team Teaching)	___	___	___
5. Teaching Critical Thinking Skills	___	___	___
6. Programmed Learning	___	___	___
7. Designing Independent Study Projects	___	___	___
8. Work-Study Programs	___	___	___
9. Career Education	___	___	___
10. Using Performance Objectives	___	___	___
11. Advanced Placement	___	___	___
12. Linguistics	___	___	___
13. Teacher Made Tests & Mechanical Scoring	___	___	___
14. Modern Math Workshop	___	___	___
15. Elementary Science (Experiment & Demonstration)	___	___	___
16. Seminar on Literature	___	___	___
17. Computer Programming (Course of Study)	___	___	___
18. Oral Communication	___	___	___
19. Education for Economic Competencies	___	___	___
20. Developmental Reading	___	___	___
21. English for Junior & Senior High Teachers (Develop a course of study)	___	___	___

	Degree of Interest		
	None	Some	Much
56. Learning and Behavior	___	___	___
57. Behavior and Discipline in the Elementary School	___	___	___
58. The Open Space School	___	___	___
59. Language Arts (Elementary)	___	___	___
60. Elementary Library Facilities	___	___	___
61. Parent-Teachers Relations	___	___	___
62. Involving the Child in Social Studies (Elementary)	___	___	___
63. Involving the Child in Science (Elementary)	___	___	___
64. Personalizing Math (Elementary)	___	___	___
65. Music for Secondary Teachers	___	___	___
66. Orientations for New Teachers	___	___	___
67. The Psychology of the Disadvantaged Child	___	___	___
68. Classroom Management	___	___	___
69. Behavior Modification	___	___	___
70. Parliamentary Procedure	___	___	___
71. Home Economics	___	___	___
72. Special Education on Elementary Level	___	___	___
73. Special Education on Secondary Level	___	___	___
74. Guidance Workshop	___	___	___
75. Seminar in Your Subject Area	___	___	___
76. Adolescent Psychology in the Modern World	___	___	___
77. General Trends in Education	___	___	___

22. Audiovisual Aids Workshop (Teachers) ____ ____ ____
23. Audiovisual Aids Workshops (Teacher's Aides) ____ ____ ____
24. Negro History Workshop ____ ____ ____
25. Consumer Education in the Secondary Curriculum ____ ____ ____
26. New Directions in Social Studies ____ ____ ____
27. Outdoor Education Workshop ____ ____ ____
28. Ecology Workshop ____ ____ ____
29. Minicourses (In your field) ____ ____ ____
30. Music for Elementary Teachers ____ ____ ____
31. Seasonal Art Projects for Elementary Classroom ____ ____ ____
32. Public Library Resources ____ ____ ____
33. Selection & Evaluation of Audiovisual & other Instructional Media ____ ____ ____
34. Spanish for Teachers ____ ____ ____
35. Math for 1st & 2nd grade Teachers ____ ____ ____
36. Learning Disabilities (Identification & Remediation) ____ ____ ____
37. Social Studies for 5th & 6th grade Teachers ____ ____ ____
38. Art Workshop ____ ____ ____
39. Field Trips ____ ____ ____
40. Physical Education Specialties ____ ____ ____
41. School Library ____ ____ ____
42. Industrial Arts (All purpose) ____ ____ ____
43. Pupil Services ____ ____ ____
44. Speech Therapy ____ ____ ____
45. Driver Training (Rap Sessions) ____ ____ ____
46. Learning Center (Elementary) ____ ____ ____
47. Teaching English Composition ____ ____ ____
48. Modern Economics ____ ____ ____
49. Medical Seminar (Nurses) ____ ____ ____
50. Math Enrichment (Elementary) ____ ____ ____
51. Retirement & Social Security (Teachers of Retirement Age) ____ ____ ____
52. New Elementary Math Adoptions (Primary) ____ ____ ____
53. New Elementary Math Adoptions (Intermediate) ____ ____ ____
54. Early Childhood (Kindergarten Curriculum) ____ ____ ____
55. Teachers Legal Limitations & Liabilities in the School ____ ____ ____

78. Newspaper in the Classroom ____ ____ ____
79. Data Processing Seminar (Student attendance and grade reporting) ____ ____ ____
80. Teacher Made Training Aids ____ ____ ____
81. Rap Sessions in Your Subject Area ____ ____ ____
82. Creative Classroom (Display & Bulletin Boards) ____ ____ ____
83. Individualized Reading ____ ____ ____
84. Techniques of Teaching Slow Children ____ ____ ____
85. Instructional Materials ____ ____ ____
86. Instructional Games ____ ____ ____
87. Physical Education (Elementary) ____ ____ ____
88. Constructive Seat Work ____ ____ ____
89. Individualized Teaching & Learning (Elementary) ____ ____ ____
90. Involving the Child in Language Arts (Elementary) ____ ____ ____
91. Updating Courses of Study (In your field) ____ ____ ____
92. Community Resources ____ ____ ____
93. Effective Questioning ____ ____ ____
94. Interaction Analysis ____ ____ ____
95. Metric Measurement (International System) ____ ____ ____
96. Communications and Drug Abuse Seminar ____ ____ ____
97. Other Suggestions ____ ____ ____

means of the District Inservice Committee composed of one representative from each school.

Texas law requires each school district to schedule 10 days of inservice for its teachers in addition to the 180-day school year. For 1975-76, not more than three of those 10 days may be used as workdays for teachers to use in preparing for the beginning and ending of the school year, grading examination papers, and/or recording grades.

Plano's inservice format in 1974-75 allotted five days at the beginning of school for general orientation, "minisessions" on various phases of the elementary and secondary curriculum, and preparation for the opening of school. Among the elementary "minitopics" were sessions on Citizenship Values, Behavior Management/Discipline, Team Development/Function in the Open Classroom, and Parent Conferences. Secondary teachers focused on Advanced Placement, Middle School, Students' Legal Rights and Use of Counselors among other topics.

Three inservice days were used for recording grades and work in the building, while two inservice days were scheduled for parent-teacher conferences throughout the district.

In addition to the 10 state-required inservice days, Plano teachers also participated in eight hours of staff development in their buildings. Two-hour sessions in the fall were designed around the themes of citizenship values and facilitating group learning. The two spring afternoon sessions covered particular program weaknesses that had been identified by each school. Many of the spring sessions focused on the improvement of communications.

Charleston, S.C.

In the Charleston (S.C.) County Public Schools each summer, 80 principals join some 40 central office administrators for a week of workshops and idea exchanges. The atmosphere is casual and comfortable and lunch is served so no one has to leave the building. Staff personnel in maintenance and accounting have an opportunity to explain changes in procedure. Curriculum people often introduce new programs during the workshop. Outside agencies, such as the Boy Scouts, may make appeals for their special promotions which involve the schools.

Each principal must present his budget, schedule and community relations plan to a committee of peers for their critique. After a week of meeting and talking with one another and with central office personnel, participants leave more comfortable about their place in the system and their professional competency.

One or two day workshops by consultants carry on further staff development throughout the year.

Meetings of the West Virginia Academy of School Administrators provide continuing staff development programs throughout the year for county superintendents and directors, elementary, junior and senior high school principals and school board members. The state board of education approved the establishment of the Academy in 1972 to encourage the improvement of school administration throughout the state.

The Academy meets four times a year in two-day training sessions. Topics reflect current concerns in education: "Evaluating Educational Programs," "Evaluating Instructional Personnel," "Planning and Implementing Effective Inservice Educational Programs," "Building Public Confidence in Education," and in conjunction with the West Virginia Bar Association, "Legal Problems in Public Education."

"Education and the Laws" was also the topic for a staff development program through the West Virginia State Dept. of Education, which involved the state attorney general, a state senator and state legislative and educational administrative experts. Its objectives were:

1. To understand the process by which prospective school legislation is written.
2. To learn effective procedures for providing expert witness for or against prospective legislation.
3. To understand techniques of judicial review of school laws.
4. To involve staff members of the state department in the actual consideration of prospective legislation.

Seattle, Wash.

With increasing awareness of the need to recognize and correct incidents of sex discrimination, this Seattle school begins its inservice program outline on sex stereotyping in society and school with a quote from a textbook:

We are willing to share our great thoughts with mankind. However you happen to be a girl. *Ventures*, Book 4, Scott Foresman, 1965.

And then goes on to outline the program:

Are you concerned about sex-role stereotyping, the tendency to see young people as girls or boys rather than as individuals? Here is a new course designed to help teachers become more aware of sex stereotyping in and out of school, and to suggest ways that such stereotyping can be eliminated in the school situation.

Sessions will concentrate on sex-role socialization in the family, in the media, and in school – curriculum, courses, and teaching/learning materials. Films and slides depicting sex stereotyping will be shown, and guest speakers will make presentations on particular topics. Nonsexist books and materials on women's studies prepared in various parts of the United States will be available as resources.

Participating teachers will be asked to develop a lesson or minunit related to the elimination of sex stereotyping for use with their students. During the final session of the course, participants will have an opportunity to share the materials they developed and discuss the results.

The Impact of Electronics

Teachers are discovering that athletes aren't the only ones who can benefit from "instant replay." Edina, Minn., and Delaware, Ohio, are both using videotaping, on a voluntary basis, in their staff development programs. Edina describes its "Teacher Self-Appraisal Workshop" as follows: "This workshop emphasizes the observation, recording, and analysis of teacher classroom behavior utilizing the Teacher Self-Appraisal System developed by E. Wayne Roberson of the U. of Arizona. The system focuses on teacher objectives, methods, and verbal and nonverbal expressions recorded on videotape. By the end of the session participants should be able to observe, code, and analyze teacher verbal and nonverbal classroom behavior with skill and reliability."

Delaware, Ohio, is using an adaptation of the Teacher Behavior Improvement Strategy developed by the Michigan-Ohio Regional Educational Laboratory, along with Flanders' Verbal Interaction Analysis System (from Amidon, E.J., and N.A. Flanders. *The Role of the Teacher in the Classroom*. Minneapolis: Assn. for Productive Teaching, 1967).

The procedure followed in both programs calls for setting an objective or objectives, planning a teaching strategy, videotaping the teaching, playing the tape back as soon as possible and coding teacher behaviors according to a set of interactional categories, analyzing the results (which may include student feedback) in terms of the objectives, rethinking the strategy, and trying again.

Roberson's system categorizes teacher behavior according to method (closed/open), objectives (affective/cognitive), and expressions (verbal/nonverbal). Every 10 seconds, as he is watching the playback of his tape, the teacher marks his behavior according to these three categories on a coding card. (For further information, see Roberson's *Teacher Self-Appraisal Source Book*, by Educational Innovators Press.) The Flanders Verbal Interaction Analysis directs attention to teacher talk (direct influence/indirect influence) and student talk.

In Edina a teacher using the Teacher Self-Appraisal System brings a report of his performance to his small group for discussion. In Delaware, Ohio, an inservice leader works with 10 to 12 teachers during a 12-week training session. At first the teachers meet together with the leader for at least four hours to learn how the system works and especially how to code behavior according to the categories. From then on, although the teachers do continue to meet as a group, the emphasis is on the leader working with the teachers individually, planning with each one ahead of time the date, time and subject for the six 15- to 20-minute videotaping sessions. Delaware, Ohio, reports that "there is less disruption in the normal functioning of the class if the pupils are also informed ahead of time that the videotaping is going to take place. In fact, the first time the videotaping equipment is brought into the classroom, we find that demonstrating the equipment briefly and letting the students see a bit of themselves on playback does a lot to overcome the initial strangeness of the situation.

"The program is essentially nonthreatening. No one sees the videotape other than the inservice leader and the teacher involved unless the teacher requests that someone else see it. All feedback data become the property of the teacher in training. The program is entirely divorced from administra-

tive evaluation procedures.

"The teachers who are in the program need to understand that it is not something done to or for them, but rather, something done with them. The inservice leader is there to run the equipment, be a researchist, do data analysis, and act as a foil for discussion or as a catalyst for action, but in the end it is the teacher who must evaluate and plan for reinforcement or change of behavior and then carry out these plans. . . . One of the most important aspects of the program is the development of self-awareness."

Delaware, Ohio, began to use the Teacher Behavior Improvement Strategy several years ago. In 1972-1973 they added four of the microteaching minicourses developed by the Far West Laboratory for Educational Research and Development in Berkeley, Calif. These minicourses are based on the same ideas as the original program, but they differ in that each course focuses on a specific skill, such as "developing children's oral language," "teaching reading as decoding," "organizing independent learning." Each course also includes instructional and model films. The teacher tapes a small group of students rather than the whole class. The minicourses also give concrete suggestions for improving skills, and set up ways of evaluating attainment of skills. Here are the criteria used in the evaluation for minicourse 1: Effective Questioning – Elementary Level.

1. Number of times teacher used redirection
2. Number of times teacher used prompting
3. Number of times teacher used further clarification
4. Number of times teacher used refocusing
5. Number of times teacher repeated own question
6. Number of times teacher repeated pupil answer
7. Number of times teacher answered own question
8. Length of pupil response in words (average in first 5-minute period)
9. Length of teacher's average pause after a question
10. Frequency of punitive reaction to incorrect answer
11. Percentage of total questions that called for a higher cognitive pupil response
12. Percentage of discussion time taken by teacher talk.

The school district set aside a small room in each building in which the course was being offered where the videotape equipment could be set up and ready for the teachers' use during the four or five weeks of the course, and provided a substitute to free the teacher for the time necessary to do the microteaching and self-evaluation.

During the 1973-1974 school year Delaware combined its two programs, starting with the training in interaction analysis and videotaping of the whole class for the first four weeks; then, if the skills of one of the minicourses seemed to need strengthening, having the teacher go through the appropriate four- or five-week minicourse; and finishing up the twelve-week program by again videotaping in the whole class.

Teachers want practical help. And it's not surprising that they recognize the need for continuity in an effective staff development program. Workshops now often extend over a period of months.

Another example comes from New Trier, Ill.: ". . . 'Futurism: The American Dream in the Year 2000' was chosen as the theme for the six institutes and workshops. More than 40 authorities spoke on various phases of futurism. The entire professional staff of both schools in the district attended the sessions, and bibliographies prepared by the New Trier libraries helped the teachers continue the study."

Another approach to continuity places responsibility with the teacher rather than with the district. The Cherry Creek schools, in Englewood, Colo., require that a teacher prepare a three-year professional growth plan in consultation with his principal. There is ample opportunity for revision; the important feature is that the teacher has to take the time to think about his own professional goals, and is obliged to interact concerning his goals with another educator.

Alternatives in Selma, Ala.

Selma, Ala., has both required and "self-selected" activities in its staff development program. Each year, a teacher must contract in writing for his intended self-selected activities.

To meet the needs of each teacher, staff development programs must be "individualized." A smorgasboard of courses is one answer. Selma offers the following additional options among many "which should be chosen according to individual needs and are limited only by employe imagination."

Long-Range Activities: Any activity requiring a minimum of one school year to complete. Activities such as serving on a curriculum continuity committee or analyzing and devising corrective procedures for the standardized testing program would be included in this category.

Development of Curriculum Materials: Any procedure whereby available curriculum materials may be studied, adapted, and put into use in a learning situation. These may be individual or group projects.

Writing and Research: Activities included in this category are writing for publication or dissemination, follow-up studies, in-depth study of curriculum area pertinent to present responsibility or current problems related to the classroom and implementation of innovative programs. These may be individual or group projects.

Professional Reading: A minimum of three books and ten articles is required, and may include the following – professional books or articles and subject-related books or articles read to enrich the classroom.

Conferences and Conventions: Attendance at meetings such as AEA, NEA and subject-area conferences.

Travel: Travel specifically planned for professional development.

Prearranged Visitation: A minimum of 5 hours visitation to feeder schools, higher grade level schools, other classes in your subject area, or classes outside your subject area; or a minimum of a one-day visit to another school system.

Community Relationships: Activities include ways to keep the general public informed about the curriculum – discussion groups, school visits, home visitation, community projects, and use parent volunteers.

Extension of Classroom Relationships: Activities may include extended individual or group assistance to students (this must be time when professional employes are free from teaching responsibilities); sponsoring uncompensated student activities and organizations for which there is no time or financial compensation; after-school mini-courses designed for self-enrichment of students and/or teachers.

Miscellaneous Categories: Sharing professional reading (minimum of three books and ten articles); accreditation or reevaluation of respective schools; professional leadership such as holding office in professional organizations, chairman of reevaluation committee, departmental chairman, grade level chairman, and directing workshops.

Seattle, Wash.

The Seattle Public Schools have a unique "mini-leave program" which is shown on p. 23 in flow chart form. The granting of minileaves fills a large void in the traditional provisions of semester and sabbatical leaves.

Maine School Administrative District No. 3 (MSAD No. 3)

MSAD No. 3 plans its workshops on a three-week cycle combining both centralized and decentralized training. With centralized training the teacher may meet with the entire district faculty or with a smaller subgroup of which he is a member, such as the entire high school faculty. In the decentralized portions the teacher may work in his own room (independently) or with a small group of other teachers from his building.

In addition the teacher also has the option of joining one of the following district teams:

- Staff Training – responsible for once-a-week workshops and other inservice programs.
- Public Relations – responsible for promoting better communication within and outside the district.
- Curriculum Revision – responsible for updating the curriculum to meet changing student and community needs.
- Research and Evaluation – responsible for gathering and assessing data to determine the effects of school programs.
- Renewal – a group with balanced representation of district parents, teachers, students, administrators and community members with board-delegated responsibility to involve the community increasingly in educational decision making and school activities.

Birmingham, Mich.

The Birmingham school district's program began as a districtwide effort with a large group opening session followed by a choice of seminars. The following objectives were developed to give direction to a program of "improving school climate and staff performance for the 1974-75 school year:

Objective 1 – The principal of each elementary

and secondary school will conduct a building needs assessment through a survey of faculty members, students and parents to determine how well each group feels its school is meeting district instructional goals previously identified as self-worth, humanism and individuality. The assessment will be designed to determine whether: 1) the curriculum has relevancy based on the needs and interests of the students; 2) the teaching process used in the building is based on individualized instruction; 3) learning activities are student-centered; 4) interaction exists among students, parents, the general public and employes; 5) existing facilities are used in such a way that there is an effective teaching-learning environment; and 6) the larger school community is used as an extension of the classroom to aid the learning process.

Objective 2 – Each building principal and his staff will develop plans for a building project based on the needs assessment conducted under Objective 1. The project will be designed to strengthen the school's accomplishment of one or more of the district's goals as cited above. Plans will include the identification of a set of objectives for the project, a strategy for completing the project and an evaluation system.

Needs of the District as a System

Just as teachers have needs which must be met, school districts also have needs if they are to function effectively. The school district today must make better use of available resources to cope with more and more complex problems. Current terms which focus on organizational change, problems in human relations, and morale within an organization are "organizational development" or "applied human relations training."

The source of much helpful material is The National Training Laboratory (NTL) pioneered by NEA. NTL lists the following objectives for organizational development:

1. To create an open problem-solving climate throughout the organization.

2. To supplement the authority associated with role or status with the authority of knowledge and competence.

3. To locate decision-making and problem-solving responsibilities as close to the information sources as possible.

4. To build trust among individuals and groups throughout the organization.

5. To make competition more relevant to work goals and to maximize collaborative efforts.

6. To develop a reward system which recognizes both the achievement of the organization's mission (profits or service) and organization development (growth of people).

7. To increase the sense of ownership of organization objectives throughout the work force.

8. To help managers to manage according to relevant objectives rather than according to past practices or objectives which do not make sense for one's area of responsibility.

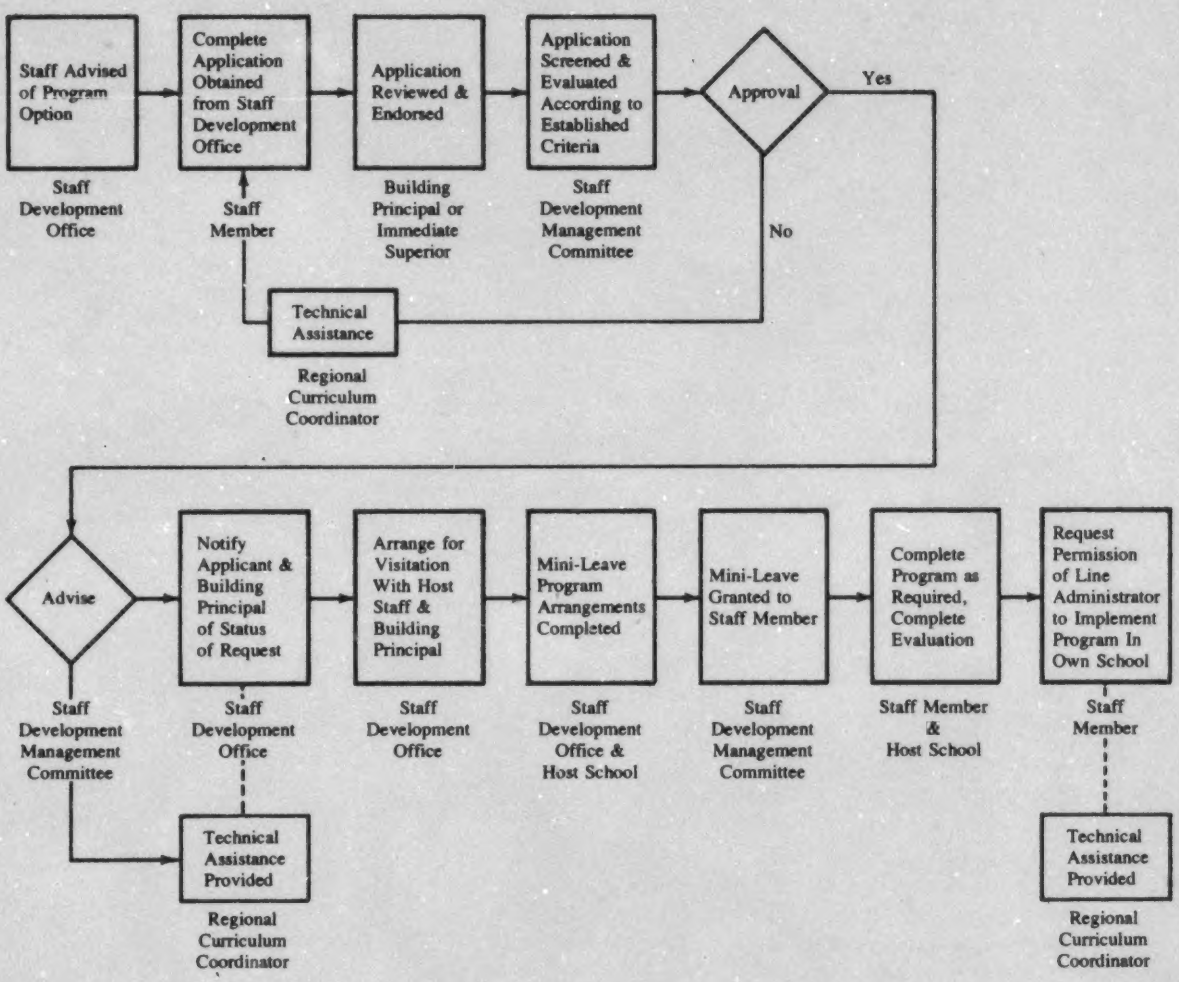
9. To increase self-control and self-direction for people within the organization.

The T-Group: 'Devilish Seductivity'

"Organizational development" has its roots in Kurt Lewin's experimental work in group dynamics in the 1940s, which has been furthered by NTL. The basic model was the T-group (Training group), from which all forms of sensitivity training have developed. Max Birnbaum, in the May 1971 issue of *The National Elementary Principal*, describes it:

> The traditional T-group consists of a small group of people – ideally 10 to 16 – who meet in a residential setting (the laboratory) for approximately two weeks. Although only one part of this educational experience (theory, interpretation, and skill development are also included), the T-group is, because of its intense emotional impact, by far the most significant aspect of any human relations lab.
>
> The objectives of the T-group are to help individual participants become aware of why both they and others behave as they do in groups – or, in the jargon of the professional, become aware of the underlying behavior dynamics of the group. This is accomplished, with the help of a trainer, by creating an atmosphere in which the motivations for typical human

Mini-Leave Program
Seattle Public Schools


Staff Advised of Program Option
Staff Development Office
Complete Application Obtained from Staff Development Office
Staff Member
Application Reviewed & Endorsed
Building Principal or Immediate Superior
Application Screened & Evaluated According to Established Criteria
Staff Development Management Committee
Approval
Yes
No
Technical Assistance
Regional Curriculum Coordinator
Advise
Staff Development Management Committee
Notify Applicant & Building Principal of Status of Request
Staff Development Office
Technical Assistance Provided
Regional Curriculum Coordinator
Arrange for Visitation With Host Staff & Building Principal
Staff Development Office
Mini-Leave Program Arrangements Completed
Staff Development Office & Host School
Mini-Leave Granted to Staff Member
Staff Development Management Committee
Complete Program as Required, Complete Evaluation
Staff Member & Host School
Request Permission of Line Administrator to Implement Program In Own School
Staff Member
Technical Assistance Provided
Regional Curriculum Coordinator

behavior, of which individuals are often unaware, are brought to the surface in an exaggerated form. Once they are made clear and explicit, they can be discussed and analyzed. Thus, the individual participant can observe both his own behavior and that of others in the group, discover sources of different kinds of behavior, and identify the effect they have upon the functioning of the group. The effort to stimulate exaggerated behavior in order to get at the motivation behind it more explicitly is an uncomfortable experience for many people, but the feeling is usually transitory. The emotional component of the experience makes it appear to verge on therapy, but there is a significant difference between therapy that is focused on the problems of emotionally disturbed people and training that aims at the improvement of human relations skills of normal people".

Here are some more specific indications of what can go on in a T-group, from a laboratory experience for educators sponsored by the Oregon Elementary School Principals Assn.:

Objectives:

1. To increase each person's understanding of:
   a. Ways he/she sends messages – how others see his/her actions differently from the way he/she sees them.
   b. His/her tendency to misread other people's behavior
   c. How feelings influence behavior – his/her own as well as the behavior of others.
   d. His/her silent assumptions (those he/she has been unaware of) that give rise to his feelings about other people's actions;
2. To increase each person's skill in:
   a. Understanding the feelings and ideas of others; using skillful checking responses to decrease damaging misunderstandings
   b. Communicating his/her own feelings and ideas in ways that are maximally informative and minimally hurtful to others
   c. Dealing with conflict and misunderstanding.

The original focus of the T-group was sociological (roles and functions of leadership and membership) rather than psychological (personal development), but it can serve either purpose. It can relate all personal change to an organizational context, or it can emphasize individual growth (as do the much publicized programs at Esalen Institute in California). According to Birnbaum, "much of the confusion in the field stems from the lack of clearly defined purposes and guidelines that indicate the kind of training session most effective in achieving a particular objective. Most specifically, confusion results from the failure to differentiate between those training experiences that are designed to improve an individual's capacity to work effectively as a manager or member of a group for educational or re-educational purposes, and those that are designed to stimulate the individual's personal growth and so are clearly in a domain that might be labeled paratherapy, in the sense that it is parallel to therapy, rather than therapy itself."

The current "organizational development" movement arose from the original sociological focus of the T-group. The activities involved in an organizational development program may lead to greater self-awareness and personal growth, but the goal of the program is to increase each individual's effectiveness as a member of the organization. On the other hand, marathons, personal growth labs,

Sense About Sensitivity Training

Sensitivity training raises the plaudits of some and the hackles of many, but according to Max Birnbaum, director of the Boston U. Human Relations Laboratory, as a change agent such training is indispensable. Writing in the *National Elementary Principal*, he says:

> The devilish seductivity of human relations training stems from the fact that it can reduce individual resistance to change more effectively than any other means.

encounter groups and nonverbal exercises which are specifically designed for self-development can also further the cause of organizational development, if used appropriately. Staff members might gain a great deal from a personal growth experience in a setting in which they could remain relatively anonymous, whereas the same experience in a school setting, among coworkers, could lead to the revelation of intimate personal information that could seriously endanger working relationships.

Since organizational development is concerned with people as members of groups, program structure must provide for the regular meeting of all groups and subgroups of which each employe is a member. Following are examples of the idea in practice.

Mamaroneck, N.Y.

Centered around behavior modification techniques, Mamaroneck's program consists of:

- Explanation of the theory of behavior modification
- Description of technique
- Analysis of behaviors usually amenable to behavior modification technique
- Discussion of class problems
- Selection of target children
- Setting up of teams (2 participants) for mutual observation, counting of baseline and contingency behaviors, discussion of results
- Presentation of projects.

Combining Organizational and Personal Needs

Some districts are combining both kinds of needs within a single project. In the following examples each participant can earn inservice credit (personal need satisfaction) at the same time a specific need of the school district (organizational need) is satisfied.

St. Paul, Minn.: A "Practicum in School-Community Relations" workshop focuses on a laboratory approach to learning the everyday practical skills of effective public relations in the classroom, home school, cluster or special district programs. Theory is considered only in relation to its practical application.

Mamaroneck, N.Y.: The district's "Communication in Italian" course seeks to provide teachers with the ability to communicate with non-English-speaking Italian parents. The teachers submit a list of all the words and phrases they feel they need to know to communicate with these parents. They develop their own vocabulary notebook and work closely with the teacher in the design of the course. An integral part of this course is the development of audio tapes that can be used to reinforce the skills learned.

Omaha, Neb.: In answer to a request by many teachers for help in making more effective use of "new" math materials, an inservice course was established. Participants helped to locate and interpret trouble spots in text materials, adapted materials so that individual student needs could be more effectively met, and suggested supplementary texts when needed. The first meeting of the group focused on identifying areas which needed study. Then each participating school team specialized on one area and reported back to the entire group. Study seminars with the mathematic supervisor were an integral part of the course.

Seattle, Wash.: A management training course has been added to Seattle's inservice program. In addition to providing an overall view of the school management scene, special emphasis was placed on the following topics: managerial style; planning, programming/budgeting/systems; goals and objectives; communication/group dynamics; problem-solving and decision making; legal aspects of administration; administrators and negotiations, and evaluation. The course featured guest speakers and opportunities for participants and lecturers to exchange ideas and concerns.

Chapter 4

Evaluation—A Key Component

A section on evaluation too often comes at the end of a report such as this, just as, unfortunately, the question of evaluation of a program often arises long after the program is underway. Today, with the emphasis on establishing goals and defining objectives in measurable terms, the basis for evaluation is ideally built into the objectives. Logically, the next step is an elaboration of a plan for evaluation. The following are several different approaches to evaluation that school districts are using:

Edina, Minn.

Edina, Minn., developed a year-long, two-part program entitled "Human Relations I and II" as a component of its inservice training. It defined not only overall program objectives, but also six more specific objectives for each of the two parts of the course. The objectives dealt with teacher roles: in the classroom, as a staff member, and as a member of the community. The overall program objectives were as follows:

1. The program will maintain and extend existing programs in Teacher Self-Appraisal (videotape TSA) and Hilda Taba strategies. The emphasis will be on open teaching methods (TSA) and decision-making situations and human feelings and attitudes (Taba).

2. The program will provide opportunities for teacher-teacher interaction in small groups for practicing strategies of open questioning, exploration of feeling, decisionmaking and self-awareness.

3. The strategies, introduced in the training sessions, will be conducted in the classrooms of the district's schools to improve learning environments and promote positive interpersonal relationships among students and students and faculty.

4. The program will derive its leadership from within the faculty, the administration, community, student body and representatives of ethnic and socioeconomic groups.

5. The program will extend the experiences of the participants to the observation of and participation in meetings of various racial, cultural and economic groups in the metropolitan area.

Edina planned an overall evaluation procedure which emphasizes processes:

> This plan requests that the staff educational policy committee reappoint its subcommittee on program development to a standing committee to monitor the attainment of program objectives. This committee would send members to sessions to monitor the program as planned and to determine the effectiveness of peer group evaluation procedures. Each member would attend at least one session and would participate in formative evaluation through a monthly report to the staff educational policy committee as well as at the conclusion of Human Relations I. It would report on attendance, records being kept by peer groups, quality of leadership in intergroup relations, and would develop a feedback survey so that participants could express their feelings. Formative evaluation would lead to necessary adjustments prior to the start of Human Relations II. The same process would be followed to evaluate the second half of the program with summative evaluation proposing changes for the next year.

This plan rejects tests, term papers and the usual forms of cognitive evaluation common to regular

college courses. It will seek to develop a sense of community and will rely on responsible faculty behavior and the peer process. Few teachers have been involved in this type of classroom evaluation in their college careers; this program will attempt to help teachers in dealing more effectively in the affective domain. Evaluation will, therefore, concentrate on what the teacher does in the classroom.

With each of the specific behavioral objectives for Human Relations I and II, Edina specified a means of evaluation:

Human Relations I

Objective 1. *Teacher Self-Appraisal System* – Given training in the concepts and coding of the Teacher Self-Appraisal System (Hopkins) Model), the teacher will utilize the system and a video recorder to collect data and evaluate his/her performance on selected instructional behaviors in his classroom during two instructional sessions.

Evaluation: Each teacher who elects to participate in this activity will bring his/her estimate and actual instructional behavior computer report to his/her small group for discussion. The group will record only the evidence that he/she has participated, but may share in interpretation.

OR

Hilda Taba Strategies – Using previous year training in Hilda Taba Strategies or given a three-hour introduction to a modified discussion technique – resolution of conflict or exploration of feelings – the teacher will utilize a preplanned strategy and a tape recorder to collect data on his classroom performance during two instructional sessions.

Evaluation: Each teacher will submit a plan and a tape based upon the plan for evaluation by a feedback staff member. All feedback agents will have had Hilda Taba training and will be paid to supply this service. Records of

Hilda Taba Strategies Defined

The Hilda Taba teaching strategies program is based on extensive research conducted by the late Hilda Taba over a span of 15 years. Taba worked with hundreds of classroom teachers and children to identify teaching strategies that develop higher-level thinking skills. An associate of John Dewey, Taba devoted her life to creating ideas and programs that would help to improve opportunities for children to learn more effectively.

This program emphasizes discussion techniques that utilize open-ended questions – questions without predetermined answers. During this type of discussion, the teacher plays a supporting role by asking specific questions and seldom giving his/her own opinions.

According to proponents of the program, good discussion lifts the student's thinking from the lowest level of recalling present knowledge to drawing conclusions and generalizing about cause-effect relationships. Thinking, therefore, moves from the concrete to the abstract. An example of the questioning process might be as follows:

Closed Question: On what river is St. Paul located?

Open Question: What would you say are some of the reasons that St. Paul is located where it is?

Higher-level Question: How would you relate the points made in this discussion to Chicago and St. Louis?

this exercise must be submitted to be recorded as a part of the group's record.

Objective 2. Given a definition of values and examination of their role in decision-making process and training in values clarification strategies (Simon), the teacher will (1) supply anonymous student data based on his/her conducting three values clarification exercises within his/her classroom, or (2) in specialized fields, the teacher will analyze three techniques he has used to help students clarify values.

Evaluation: The teacher will present, to his/her own peer group, five anonymous student products of his/her analysis as a result of values clarification exercises used in the classroom. The five student responses will identify three personal values, state a clear objective for each and describe the role of one of those values in a given decision-making situation. The teacher will share his/her insights with the group based on these randomly selected products.

Objective 3. Given exercises to increase insights into human values or problems, the teacher will make generalizations in a small group discussion about a value or problem based upon his/her observations of his/her own feelings and reaction during the given exercise.

Evaluation: These exercises require attendance and participation.

Objective 4. The teacher will participate in decision-making strategies based upon values, information, alternatives and risk.

Evaluation: A discussion would lead to evaluation by the teacher's peer group: 1. Is the decision critical? 2. What are the values and objectives? 3. Has all the information been considered? 4. Have the alternatives and consequences been considered?

Objective 5. Given a choice of attitude surveys, the teacher will summarize the results attained in his/her own classroom to determine the extent to which student opinion reflects positive attitudes toward the course and classroom climate.

Evaluation: The teacher summary presented to his/her peer group will include his/her objectives (cognitive and affective), his/her rationale for the selection of the attitude survey he/she used, a summary of student response data, and implications for further instruction.

OR

Given a rudimentary procedure for value analysis, the teacher will utilize the procedure in a classroom for one week.

Evaluation: The teacher will provide the peer group with five examples of student work, and will make a reaction statement about the strategy.

Objective 6. The teacher will submit a case study indicating the process and results of individualizing the instruction of one student to meet that student's need. The study will include the identification of the need, the statement of goals, the activities, the evaluation and the conclusions about the process.

Evaluation: The teacher will submit to the peer group the case study information set forth above. The group may consider the appropriateness of the strategy utiiized.

Human Relations II

Objective 1. The teacher will participate in four seminars conducted by qualified minority instructors. These seminars will be patterned after ethnic studies programs at the college or university level.

Evaluation: Individual participation will not be evaluated during these seminars, but attendance will be checked. Teachers will be evaluated later when they are expected to use information gained from these seminars to construct a unit, teach from the unit, and evaluate student performance.

Objective 2. After the teacher has participated in the seminars conducted by minority members, he/she will participate with a small group in the establishing of criteria for the use of the seminar material in the Edina schools.

Evaluation: One evaluation committee member will participate with each small group and will note attendance and participation.

Objective 3. The teacher will develop a unit of instruction, minimum length 2 weeks, based on one or more areas revealed in the survey (see #1) and according to the criteria estab-

lished by his/her small group. This unit must be evaluated by his/her group.

OR

The teacher will develop a unit of instruction, minimum length 2 weeks, based on economic and cultural problems of minority groups residing in Edina.

OR

The teacher will actively participate in the writing of a unit of instruction as outlined in 3A. This participation might include research, writing, or evaluation.

OR

The teacher may fulfill the requirement by teaching and evaluating a unit prepared and approved by his small group.

Objective 4. Each small group will spend one hour establishing criteria for evaluating instructional materials which deal with minority groups. Ideas from each small group will then be shared with the large group.

Evaluation: Handled by the small group.

Using five resource materials which do not meet the criteria established in 4A, the teacher will present three ways for dealing with this material within the classroom. (This excludes the removal of pages from the text.) Each way suggested must be accompanied by reasons or a rationale.

Evaluation: The small group discussion would certify the completion of task. Each small group would keep its own records. The evaluation committee would collect an answer sheet from each participant.

Objective 5. The teacher will attend or participate in at least three group seminars or meetings within the suburban and metropolitan community. These meetings should differ widely in character, culture and opinion from those customarily participated in by the teacher.

The teacher will record his/her feelings and observations.

The teacher will share his/her recorded observations with his/her small group.

Evaluation: Each teacher will be required to fill out an observation form after each group meeting, share his feelings with his/her small group, and submit his/her completed observation form to the evaluation committee.

Objective 6. The teacher will participate with the small group in at least two inner-outer circle discussions selected from the following topics:

- √ Options in education
- √ Dealing with student bias in the classroom
- √ Dealing with personal crises
- √ Is discipline dehumanizing?
- √ Respect for diverse value systems
- √ Role of the school – to promote the melting pot, or to promote the diversity of culture
- √ The teacher's role as advisor
- √ Isolation of mentally or physically handicapped children
- √ The effects of evaluation on the student? on the teacher?
- √ What is evaluation? Are there other ways? or what types of evaluation are possible?

Evaluation: Evaluation committee participation and observation.

Unity, Maine

School Administrative District No. 3, in Unity, Maine (MSAD No. 3), is attempting to achieve, in the words of David Day, project director, "... an effective blend of federal funds granted for the purpose of educational innovation, savings for taxpayers, a shorter school week for children, a teacher center for professional staff development, and a systematic change process involving balanced participation on the parts of parents, students, teachers, school administrators, and other district citizens."

In 1971, MSAD No. 3 received funding for an ESEA Title III project entitled "Individualized Learning and Responsibility Development," with the major emphasis on a "renewal process" in teacher education. At about the same time, the taxpayers in the district voted a budget cut for the second year in a row. The district decided that one way to save money and at the same time to provide

essential staff development time for the ESEA Title III project would be to have a four-day week for students, with Fridays free for teacher training. In 1972, MSAD No. 3 was designated a "renewal site" by the Maine Dept. of Educational and Cultural Services.

In 1973, MSAD No. 3 submitted to the New England Program in Teacher Education (NEPTE) in Durham, N.H., a "Proposal to Promote a Model Renewal-Structured Teacher Center," the purpose of which was "to demonstrate the value of teachers, students, parents, and school administrators working together to meet educational needs in a setting of regular, intensive planning, training, and evaluation, and to share this model with interested people outside the district." The evaluation plan included in this proposal was designed to be integrated into ongoing research and evaluation activities. Quoting from the proposal:

1. "Stanford Achievement Testing data will be studied to analyze relationships between renewal teacher center activities supported by NEPTE funds and student achievement.

2. Student and teacher attitude evaluation studies will be used to study relationships between student and teacher attitudes and successful involvement in project activities.

3. Attitudes of students, parents, teachers and nonparent taxpayers toward project objectives and activities will be studied as part of the ongoing community attitude survey being conducted jointly by the Maine Dept. of Educational and Cultural Services and MSAD No. 3. (See p. 31.)

4. Actual changes taking place in the learning environment of children, and the relationship of these changes to project activities, will be assessed as part of the follow up to the curriculum analysis study conducted by MRI."

The Marine Research Institute of Education and Science (MRI) prepared a questionnaire designed to "define the present status of individualized instruction efforts as these relate to curriculum development in order to plan more effectively for next year (1972-73)." An interviewer from outside the district met with each teacher for about thirty minutes to discuss the questionnaire and answer any questions. Then teachers completed and submitted the questionnaire anonymously on a voluntary basis. The questions:

1. Have any changes been made in the physical environment of the classroom this year (compared to last year)? Who made the changes in the physical (classroom) environment? Were the changes minor or extensive? Was there any educational value to the changes (in your opinion)? If yes, describe. . .

2. Did you have any additional (special) equipment this year as compared with last year? Did you use most of this equipment alone (as a teacher) or with other teachers? Did the students use the equipment: alone; in small groups; in large (class) groups? On the average, what percent of a typical day was the equipment used? Was the equipment: essential, very important, useful, nice, unimportant?

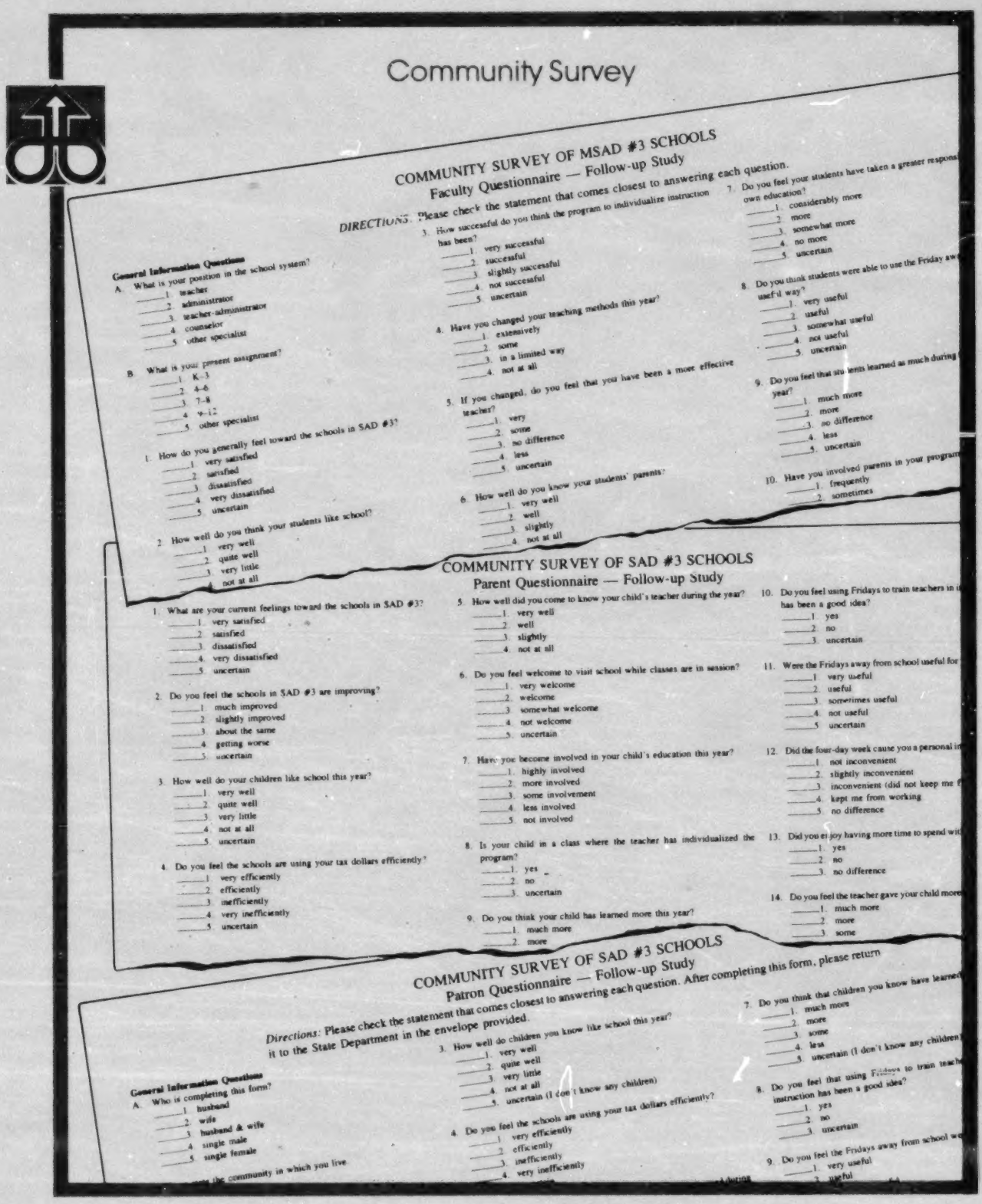
3. Estimate the percent of time spent in each of the procedures in use in your classroom: full class participation; small group work; individualized (or independent) activity.

4. What percent of your classroom instruction was related to: general objectives (yearly or quarterly goals); specific "behavioral" or performance objectives; criterion tests (to test specific objectives)? Would you like to use more "behavioral" objectives in your teaching? Would you like to use more criterion tests in your teaching? What would you need (material) in order to use more behavioral objectives and criterion tests next year?

5. In general, what ways can students typically meet objectives -- (redundancy of materials allowing student/teacher choice of material and/or media to achieve given objectives, (i.e., hardback books, paperbacks, filmstrips, tapes, etc.)? *Procedures* typically used (i.e. group, small group, individualized or independent study, field trip, resource center, etc.)?

6. To what extent are the majority of students actually involved in the design of a) learning objectives, and b) learning activities?

Community Survey



COMMUNITY SURVEY OF MSAD #3 SCHOOLS

Faculty Questionnaire — Follow-up Study

DIRECTIONS: Please check the statement that comes closest to answering each question.

General Information Questions

A. What is your position in the school system?
_____1. teacher
_____2. administrator
_____3. teacher-administrator
_____4. counselor
_____5. other specialist

B. What is your present assignment?
_____1. K–3
_____2. 4–6
_____3. 7–8
_____4. 9–12
_____5. other specialist

1. How do you generally feel toward the schools in SAD #3?
_____1. very satisfied
_____2. satisfied
_____3. dissatisfied
_____4. very dissatisfied
_____5. uncertain

2. How well do you think your students like school?
_____1. very well
_____2. quite well
_____3. very little
_____4. not at all

3. How successful do you think the program to individualize instruction has been?
_____1. very successful
_____2. successful
_____3. slightly successful
_____4. not successful
_____5. uncertain

4. Have you changed your teaching methods this year?
_____1. extensively
_____2. some
_____3. in a limited way
_____4. not at all

5. If you changed, do you feel that you have been a more effective teacher?
_____1. very
_____2. some
_____3. no difference
_____4. less
_____5. uncertain

6. How well do you know your students' parents?
_____1. very well
_____2. well
_____3. slightly
_____4. not at all

7. Do you feel your students have taken a greater responsi... own education?
_____1. considerably more
_____2. more
_____3. somewhat more
_____4. no more
_____5. uncertain

8. Do you think students were able to use the Friday aw... use'd way?
_____1. very useful
_____2. useful
_____3. somewhat useful
_____4. not useful
_____5. uncertain

9. Do you feel that students learned as much during ... year?
_____1. much more
_____2. more
_____3. no difference
_____4. less
_____5. uncertain

10. Have you involved parents in your program...
_____1. frequently
_____2. sometimes

COMMUNITY SURVEY OF SAD #3 SCHOOLS

Parent Questionnaire — Follow-up Study

1. What are your current feelings toward the schools in SAD #3?
_____1. very satisfied
_____2. satisfied
_____3. dissatisfied
_____4. very dissatisfied
_____5. uncertain

2. Do you feel the schools in SAD #3 are improving?
_____1. much improved
_____2. slightly improved
_____3. about the same
_____4. getting worse
_____5. uncertain

3. How well do your children like school this year?
_____1. very well
_____2. quite well
_____3. very little
_____4. not at all
_____5. uncertain

4. Do you feel the schools are using your tax dollars efficiently?
_____1. very efficiently
_____2. efficiently
_____3. inefficiently
_____4. very inefficiently
_____5. uncertain

5. How well did you come to know your child's teacher during the year?
_____1. very well
_____2. well
_____3. slightly
_____4. not at all

6. Do you feel welcome to visit school while classes are in session?
_____1. very welcome
_____2. welcome
_____3. somewhat welcome
_____4. not welcome
_____5. uncertain

7. Have you become involved in your child's education this year?
_____1. highly involved
_____2. more involved
_____3. some involvement
_____4. less involved
_____5. not involved

8. Is your child in a class where the teacher has individualized the program?
_____1. yes
_____2. no
_____3. uncertain

9. Do you think your child has learned more this year?
_____1. much more
_____2. more

10. Do you feel using Fridays to train teachers in i... has been a good idea?
_____1. yes
_____2. no
_____3. uncertain

11. Were the Fridays away from school useful for...
_____1. very useful
_____2. useful
_____3. sometimes useful
_____4. not useful
_____5. uncertain

12. Did the four-day week cause you a personal in...
_____1. not inconvenient
_____2. slightly inconvenient
_____3. inconvenient (did not keep me f...
_____4. kept me from working
_____5. no difference

13. Did you enjoy having more time to spend wit...
_____1. yes
_____2. no
_____3. no difference

14. Do you feel the teacher gave your child more...
_____1. much more
_____2. more
_____3. some

COMMUNITY SURVEY OF SAD #3 SCHOOLS

Patron Questionnaire — Follow-up Study

Directions: Please check the statement that comes closest to answering each question. After completing this form, please return it to the State Department in the envelope provided.

General Information Questions

A. Who is completing this form?
_____1. husband
_____2. wife
_____3. husband & wife
_____4. single male
_____5. single female

...the community in which you live

3. How well do children you know like school this year?
_____1. very well
_____2. quite well
_____3. very little
_____4. not at all
_____5. uncertain (I don't know any children)

4. Do you feel the schools are using your tax dollars efficiently?
_____1. very efficiently
_____2. efficiently
_____3. inefficiently
_____4. very inefficiently

7. Do you think that children you know have learned...
_____1. much more
_____2. more
_____3. some
_____4. less
_____5. uncertain (I don't know any children)

8. Do you feel that using Fridays to train teache... instruction has been a good idea?
_____1. yes
_____2. no
_____3. uncertain

9. Do you feel the Fridays away from school we...
_____1. very useful
_____2. useful

7. Estimate the average time available for student use of "resource center." What are the usual conditions under which students use the "resource center"? Are there rules, procedures or criteria which students must meet in order to use the "resource center"?

8. In classroom learning situations, how have you used the following: college students and teachers, teacher aides, volunteers, older public school student assistants, peer group aides (same grade level), team teaching — teacher/teacher planning action? Would you like more involvement next year of one of the following: college student teacher, teacher aide, volunteers, older student assistants, peer group aides, team teaching?

9. What percent of instructional planning and classroom instruction did you engage in on a teacher/teacher cooperative basis?

10. What procedures did you use to diagnose specific individual student learning needs? What materials or resources did you use to aid in diagnosis?

11. In your opinion, what is the *attitude* of the following groups toward individualized instruction? Parents, students, administrators, others (including custodians, cafeteria personnel, etc.).

12. Can you describe briefly how you were able to manage/administer individual instruction in your classroom (e.g. card file, computer output, rankbook, folders, student contracts, etc.)?

13. How many (different) students did you meet regularly with this year?

14. What learning materials do you have available to your students?

15. What kind of learning materials would you think necessary to add next year?

16. How much actual learning time did a class or group of students have this year?

17. In your opinion, how much individual time were you able to spend per instructional "hour" with each student? Compared with last year, did this increase or decrease, and by how much? Did you find a particular group of students benefiting most from individual instructional time? If yes, please describe them and typical circumstances.

18. What guide or outline did you use this year to determine your objectives and the "content" that students studied? Who developed the guide?

19. Next year, would you like some new or modified curriculum guide to help you specify objectives and subject matter? Why would you like/not like a curriculum guide? If you answered yes to 19, describe how you would like it organized to be most helpful to you and your students.

20. Next year, would you like a "handbook" or other guide to help you with classroom "management" procedures in an individualized instruction setting? If yes, can you describe how you would like it organized and used?

21. What other modifications would you like made for next year, especially as relates to curriculum?

Finally, the MSAD No. 3 evaluation plan provided for outside, impartial evaluators:

> Evaluation data will be accumulated on an ongoing basis from people outside the district who participate in project-supported activities either within the district or at other locations. Evaluation data will be provided by the teams of educators appointed by the state to evaluate the Title III project and the MSAD No. 3 renewal program.

Birmingham, Mich.

Birmingham, Mich., created a program on the theme, "Humaneness in Education." The district's objectives focused on teacher behavior and attitudes, with the assumption that if the objectives were met, student behavior and attitudes would change in desirable ways. Seminars designed by the staff to achieve the objectives included:

- Creative methods of individualization for elementary classroom teachers
- Teaching the learning disabled child
- Developing teaching techniques which enhance feelings of self-worth
- Behavior modification
- The underachiever in the elementary classroom
- The underachiever in the secondary classroom
- If busing comes: what does the teacher need to know?
- Strategies for developing respect for all individuals and cultures and for combating negative attitudes toward racial, ethnic and low socioeconomic groups
- Developing career education opportunities for the junior high student
- The open classroom as a means of individualizing instruction
- Strategies for encouraging self-directed learning and independent study for elementary students
- Personalizing education through the analysis of cognitive style (teachers and students)
- The learning resource center.

The Birmingham Inservice Coordinating Committee evaluated the program by formulating questions relating to each participant. The questionnaire had two parts; the first dealt with the overall program:

Objective 1: To develop an inservice program organized around the theme of "Humaneness in Education" and emphasizing three of the district's goals.

- Did the speakers at the opening session in December make a positive contribution to the overall program?
- Did the discussion groups at the opening session make a positive contribution?
- Should this theme be pursued for another year?

Objective 2: To encourage the application of these three instructional goals in the district by providing participants with insights into appropriate techniques, resources, and materials.

- Has the program had any impact on the district in terms of teacher effectiveness in general?
- Has it had any impact on your personal professional effectiveness?
- Are you aware of any changes in curriculum as a result of this year's project?

Objective 3: To provide additional opportunities for professional staff to participate in the inservice program planning and decision-making procedures.

- Do you feel that the process of developing seminars fairly represented all staff?
- Do you think that this year's project made adequate use of resources within the district?
- If you were involved in the planning of one of the seminars, would you do it again?
- Would you want to be involved in future planning, although you were not involved this year?
- Do you feel that the project provided an expanded voice for staff members in planning and decisionmaking?
- Do you favor continuing the sharing of inservice responsibility between the Birmingham Education Assn. and the administration?

Objective 4: As a result of the inservice program, staff morale will be improved.

- Have you detected any improvement in staff morale as a result of this year's inservice project?

Objective 5: To provide the opportunity for professional staff to discuss matters of common interest and concern.

Objective 6: To create a climate in which the members of the professional staff will be stimulated to evaluate and improve their relations with students.

- Has the program had any impact on the district in terms of teacher effectiveness in general?
- Has it had any impact on your personal professional effectiveness?

The second part of Birmingham's questionnaire related specifically to the seminars. (See p. 34.)

Inservice Evaluation

Birmingham, Mich.

Seminar Title and Number _____

Please check the appropriate space below in identifying your position and instructional level:

_____Teacher _____Administrator

_____Elementary _____Junior High _____Senior High

Please respond to the statements below by checking the appropriate column:

	Strongly Agree	Disagree	Strongly Agree	Disagree
1. This seminar met my expectations.				
2. It has already been of value to me in the classroom.				
3. It will continue to be of value to me in the future.				
4. The arrangements (preliminary information, physical facilities, etc.) were satisfactory.				
5. The seminar had adequate, clearly identifiable goals.				
6. The resource people were appropriate for meeting the seminar's goals.				
7. The seminar provided sufficient variety to maintain my interest.				
8. I would recommend this seminar to a colleague next year.				

9. Briefly describe the strengths and weaknesses of each of the three sessions.

   First

   Second

   Third

10. If this seminar was offered again next year, what changes would you suggest?

Chapter 5

Defining the Roles

The Role of the District

A traditional assumption has been that the responsibility for professional growth was essentially the teacher's. Districts offered token workshops, and monitored a teacher's achievement of state-mandated professional growth requirements. But it was up to the teacher to find courses to meet the requirements, and the time to take them, and the money to pay for them, and the proper form with which to register them with the district. Today districts are taking their cue from business and industry, and are recognizing that it is in their own best interest to provide administrative support, time and money for staff development, as an integral part of the educational enterprise.

The Role of the Board

The school board, through policy, sets the direction for the processes designed to achieve the goals of the district. One example is a policy on professional growth developed by the board of education and the teachers' association in the Cherry Creek schools, in Englewood, Colo. (See p. 37.)

The Role of the Administrator

Many districts are finding that the best administrative support system for a staff development program involves a degree of centralization. According to the Los Angeles Schools Task Force on Staff Development, "basically, it would appear that needs and implementation can be locally centered, but the area and central offices should supply extensive supportive and facilitative services, but limited direction."

The Providence, R.I., schools have in the past three years centralized all inservice training activities by creating a Division of Training and Staff Development headed by an assistant superintendent. In the past inservice training was accomplished by curriculum coordinators on individual building levels with little systemwide effect and with a minimal number of workshops and teacher participants, according to a district spokesman.

Thus a number of districts across the country are adding a director of staff development position to the administrative team. The following is a role description for an inservice leader used by the Delaware, Ohio, schools:

Inservice Leader

- Analyst/Counselor Function – to use the analysis procedures and processes incorporated in the inservice program and to assist teachers to look into their teaching behavior and to recognize the consequences of that behavior.
- Teacher Function – To explain the analysis procedures and processes used in the inservice programs and to provide teachers with the skills for each analysis and improvement strategy.
- Mediator of Research Function – To assist teachers in bridging the gap between the findings of research and the classroom.
- Program Administrator – To develop a climate within each school for acceptance of the inservice program; to motivate teachers to make a commitment to the program, and to make the necessary logistic arrangements to support the program properly.

One district has trained three elementary and three secondary instructional assistants to work along with principals and district administrators as leaders of inservice education, while other districts are asking their principals to take on the additional responsibility for counseling teachers in planning individual professional growth.

Money

More and more districts are allocating funds for staff development. Bradley Henson, superintendent of schools in Imlay City, Mich., reports that "at this time in our calendar, in our budget and in other planning places, inservice has a top priority." The Professional Certificate Renewal program in Monticello, Iowa, is funded entirely from the local budget. The Board of Education of the Vernon Public Schools in Rockville, Conn., committed $15,958 for curriculum development by staff members for the summer of 1974. A common trend is to reimburse teachers for tuition and fees for courses, and some districts are paying for substitutes to make possible certain program arrangements.

If local funds are insufficient, there are other sources to which districts may turn. Providence, R.I., reports: "Whenever possible, federal or state funds were used to defray the cost of appropriate workshops. In addition to Titles I and III of the Elementary and Secondary Education Act, and Title IV of the Civil Rights Act, the training and planning office also pursued and received grants from Progress for Providence as well as from a new state department of education program, the Alternate Learning Center, which runs workshops for teachers in local school systems utilizing validated training practices. . . . However, it must be said that the availability of local funds was a key factor in enabling the training and staff development office to reach teachers, and ultimately children, in schools not eligible for federal or state funds."

Money invested in staff development may yield unanticipated interest. Edina, Minn., reported the following "fringe benefits" from their inservice program:

- About $3,000 worth of teaching material contributed by a major corporation for field testing and use in the area of individualized spelling.
- Primary Interaction (Moffett) materials, contributed by a publisher, in use in the Countryside Alternative School.
- USMES – Unified Science, Math Elementary School – in a new proposal from a professor on the staff of the U. of Minnesota. Testing and development of the materials is proceeding under a National Science Foundation grant.

Time

The old, ingrained assumption was that anything a teacher might learn from inservice training rarely was valuable enough to justify the usurpation of classroom time by inservice activities. Considering the quality of traditional inservice training, that was probably true. And tacking inservice activities on "after work" merely reinforced in the teacher's mind the notion that they really weren't very important.

But now, as districts are assigning staff development an important role in contributing to the achievement of district goals, they are recognizing that certain time adjustments are necessary. Albert J. Brewster Jr., superintendent of schools in MSAD No. 3 presented a report entitled "Less School – Better Learning: The Four-Day School Week" to the General Subcommittee on Education of the U.S. House of Representatives on April 24, 1972. In this report he advanced the following idea:

> The long established practice of holding teacher training sessions after school or in the evening, in this writer's experience, had never really proved to be very productive. After all, a teacher can hardly be expected to report to a central location after a full day of teaching and be in any state of mind to assimilate new ideas. . . In order to make effective changes in the educational process, adequate time must be allowed for in-service training of teachers – time which is not in addition to a full, vigorous work-week. What has long been established in the industrial realm must be established in the educational realm – effective, productive change can best be effected by providing for inservice training on 'company time.'

MSAD No. 3 initiated its four-day student week experimentally several years ago and the results of evaluation indicate that the project is successful. Haverhill, Mass., provides two hours of released time each week for staff development. In Providence, R.I., each school may request up to 30 days of early dismissal per year for staff training. Huntington Beach, Calif., released students by subject area so that all teachers in a discipline could meet for the whole day.

The Role of the Teacher

Another new role the school district is assuming is that of partner with teachers' associations or

unions in planning, administering and evaluating staff development programs.

Teachers everywhere are beginning to take an active part in staff development programs. They are determining the content of programs through needs assessment surveys. They are planning and leading programs. In Mamaroneck, N.Y., "staff members are encouraged to submit proposals for either independent or group inservice endeavors throughout the school year as curriculum and staff development needs arise. The proposal should include a description of the purpose and objectives of the workshop with reference to the background or origin of the topic, the organization of the workshop including the needs, facilities, materials, visitations, demonstrations, the amount of time, the number of consultants, whether or not it is open to participants from other schools, the evaluative process and approximate costs."

Haverhill, Mass., reports that "all workshops are being chaired by employes, not by paid outsiders." In some places, teachers are also involved in the administration and evaluation of programs, and in determining criteria for credit. According to David Day, MSAD No. 3 Title III project director "Teachers have found that their best resources are not outside experts. They've found that they don't need a lot of sophisticated advice or equipment. It is just a need to get together in small groups and have time to work with new approaches and materials."

In Darien, Conn., the teachers' association has appointed an inservice committee to work with the administration. In Norman, Okla., the local association has sponsored or helped finance workshops.

And staff development has become an integral part of negotiated teacher agreements, too. Following are examples:

Sault Ste. Marie, Mich.: "In recognition of the rapid expansion of knowledge in all disciplines, the parties agree to establish an inservice committee composed of four persons appointed by the superintendent representing the Board of Education and three persons appointed by the SEA. The committee shall organize itself to plan, conduct and evaluate inservice education for days in which all professional personnel are involved for inservice training."

Scranton, Pa.: "When self-study and inservice projects are contemplated, teacher representation nominated by the federation shall be included in the planning and implementation of such projects as initiated by the administration. The administration reserves the right to name any number of members to be appointed by the superintendent, but in no case shall the above teacher representation comprise less than 50% of the committee membership. The federation shall have the right and duty to submit a list of nominees for superintendent and board committees established by the

School Board Policy

Personnel Development

All employes shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties. In light of their impact upon the lives of students and in keeping with the adopted philosophy, goals and objectives of the school district, opportunities for the professional staff shall be especially rich and varied.

Planning for personnel development shall be a cooperative one, under the direction of the superintendent of schools or his designee, involving, appropriately, employes and their organizations, students and adults of the school district.

The board places top priority in schedule planning and in budget formulation on personnel development programs for this school district. The board believes that school district sponsored staff development activities should be conducted within the normal work week and that costs thereof should be paid from district funds.

The board expects periodic evaluation reports concerning the impact of personnel development activities upon staff growth and student learning.

superintendent or board in the number requested. Final determination of matters not decided in committee shall be made by the superintendent. The superintendent of schools shall designate the areas of competency from which said nominees shall come and they shall fill posts as set forth on the organizational charts established for these projects."

In Birmingham, Mich., the local association came to the superintendent with a complete plan for a multiyear inservice program. The Birmingham Education Assn.'s (BEA) role is described in the proposal:

> A joint BEA/Board Inservice Training Committee shall be established. The committee shall be composed of four teachers, appointed by the BEA president, and three administrators, appointed by the superintendent. Five votes shall be required for action by this committee. Secretarial and clerical assistance for this committee shall be provided by the superintendent. This committee shall inform the instructional staff of the focus of the Inservice Training Program and shall survey the staff to determine specific training programs which the staff may require. Individual, grade level, department, building and districtwide inservice programs may be suggested and implemented. Whenever possible, those persons interested in a specific program shall be brought together as an inservice subcommittee to plan and implement a program. The joint BEA/Board Inservice Training Committee shall coordinate the work of the inservice subcommittees and shall determine if the subcommittee programs qualify for school district support. The joint BEA/Board Inservice Training Committee shall request school time and financial support from the superintendent who shall present the committee's requests to the board of education with his recommendations.

The Role of the State Department of Education

The new idea at the state level is that local districts should be given the opportunity to create staff development programs which are good enough to prepare teachers for recertification. Here are the New Hampshire Guidelines (courtesy New Hampshire State Education Dept.) for local district use:

Article I – Definition and Purpose of Staff Development

1. The purpose of staff development in New Hampshire is to improve the learning experiences of students.

2. The professional educator sees education as a life-long process and recognizes his own obligation to plan for self-improvement, thereby enriching the learning experiences of his students.

Article II – Criteria for State Approval of Local Master Plans

Each supervisory union or local school district shall submit a Master Plan proposal. . . . indicating local inservice needs, objectives, program activities, and evaluation. A visiting committee appointed by the state department of education will make on-site observations at least once during the life of the plan to review local Master Plans in order to verify adherence to the following criteria:

1. A local Staff Development Committee shall be established via election from peer groups identified by the local superintendent. This committee, to be effective, should number not less than 9 or more than 15 members broadly representative of teachers, service personnel, administrators, a school board member, parents and students. Local Master Plans which are sufficiently large or ambitious may consider appointment of a full-time director-chairman; more modest plans should provide for a committee chairman elected by the full committee. Regional Master Plans are encouraged where appropriate.

2. A local three-year Master Plan shall be developed to reflect specific needs identified through organized self-study and analysis by the professional staff, students, and parents. Both objective (test) data and subjective (questionnaire) data are appropriate to needs assessment. Specific objectives should be stated in measurable terms whenever possible.

3. The local Master Plan shall be consistent with state certification regulations and with federal, state and local laws and regulations.

4. The local Master Plan shall make provisions for involvement of nonlocal agencies via

contractual and/or advisory services from state department of education, colleges, industries, professional associations and foundations.

5. The Master Plan shall recognize individual differences among professional educators. Therefore, the plan shall encourage a choice of activities within the four major staff development components designed for inservice growth and recertification. These four components are:

   - *Knowledge of Subject or Service Area* – This component relates to the individual's command of subject matter or service information in his primary teaching or service assignment.

   - *Basic Teaching Skills* – This component relates to the individual's skills in such pedagogical areas as diagnosis of learning problems, learning strategies, questioning techniques, evaluation techniques, etc.

   - *Orientation to Structure and Operation of Local Schools* – This component relates to the legal and traditional basis of the local schools. Questions of governance, policies, organization, communication, finance, facilities, services, individual limitations and opportunities as they relate to the operation of local schools are included here.

   - *Exploratory or Innovative Activities* – This component relates to a type of group or individual activity not relating to the above components. These activities may include objectives not easily defined or evaluated.

6. The local Master Plan shall include appropriate evaluation techniques of both objective and subjective nature.

7. The local Master Plan shall require every full-time educational employe for recertification purposes, to satisfactorily complete a minimum of 50 clock hours approved activity in each 3-year period beginning with the academic year 1975-76. Of the total 50 clock hours required, at least 10 hours shall be devoted to each of 2 of the 4 component areas. College courses, local inservice seminars/workshops, conferences, out-of-district school visitations, sabbaticals, institutes, and independent study are examples of eligible activity designs within any one or more of the four components.

8. The local Master Plan shall be approved as follows: a. the local superintendent, b. the joint or district school board(s), c. the State Department of Education, and d. If disapproved at any level, the plan will be resubmitted to the local staff development committee for redevelopment.

Article III – State Financial Assistance

State aid, when available, shall be apportioned on a per capita basis according to the number of full-time professionals employed in districts which are party to a state-approved local Master Plan.

Pennsylvania Plans

Another example, is that of the guidelines distributed to all local school districts by the Pennsylvania Dept. of Education, which define inservice training of teachers, support personnel, supervisors and administrators as:

- A planned program or planned sequences of experiences, activities and studies.

- A program which is planned on an assessment of competencies presently held, and those needed.

- A planned program designed to raise one's level of competency to mastery, primarily in the area for which certification is held.

- A program which may include graduate collegiate study, locally designed experiences and studies, or both.

Hence the typical "teachers' institute" or one day "program" do not qualify since they are not individualized, competency-based, nor part of a developmental on-going program. Permanent certification attained through inservice programs should represent mastery of the body of skills,

knowledge and values needed for superior performance on the job.

West Virginia

The West Virginia Dept. of Education has taken a consortium approach to personnel preparation and continuing education through the establishment of Teacher Education Centers located in each of seven education regions. Headed by a center director responsible for implementing board policy, each center has an independent governing body which established policy, develops objectives, monitors the program and makes policy decisions. The general characteristics of the centers are:

1. Each center is a consortium of local education agencies, institutions of higher education, the West Virginia Dept. of Education and other agencies, forming a partnership in selected aspects of preservice and continuing education.
2. Membership in the consortium is voluntary.
3. Each center is situated within a specified region of the state but does not contain a single institution approved to prepare teachers and thus has no center.
4. Decision making is shared and centers develop constitutions and bylaws to insure a balanced participation of consortium members in policy decision-making.
5. Resources of consortium members are shared including facilities, materials and personnel.
6. Centers are field-based and serve as intermediary agents between local education agencies, institutions of higher education and the West Virginia Dept. of Education.
7. The principle of parity is honored in regard to the governance and operation of centers, and in the assumption of financial responsibility is equitable as possible in proportion to the potential benefits to each of the member participants.

Although a line item (currently $125,000 per year per center) in the state budget pays a portion of staff salaries at the beginning of the year, operation of the centers depends on the support of the participants. Although each center operates under a unique governance structure, all centers are a consortium consisting of the participating counties, the cooperating colleges and universities, the department of education and other interested agencies. The governing body determines the institutional contributions and fixed fees (as for placement of student teachers). Centers are encouraged to share resources such as outside consultants and the purchase and use of training materials. Eight basic goals common to all centers were defined in conjunction with the state department of education and endorsed by the directors of seven centers:

1. Function as an administrative-coordinating vehicle for agreed upon areas of education personnel development.
2. Provide a field-based, preservice teacher education program in which quality laboratory experiences are available for prospective teachers and interns.
3. Evaluate possible new roles, redefine old roles and delineate new responsibilities within educational personnel development.
4. In addition to the preservice function, facilitate and assist in efforts to meet local needs for inservice and continuing education.
5. Gather data regarding center functions and make the data available to the governing board and for interpretation by consortium members.
6. Encourage improved instruction within both the cooperating public schools and the participating colleges.
7. Conduct a continuing evaluation of its program.
8. Facilitate research activity within the center.

Evaluation of efforts and success plays an important part in the West Virginia program. A statewide procedure for needs assessment has been developed and is planned for use on a continuing basis. Data from this and related efforts is used by the centers in determining specific goals and also in developing future evaluation techniques.

West Virginia centers generally have used simple evaluation reactions from participants at various meetings and in various programs. Currently a limited amount of indepth evaluation of specific

components of programs is being conducted both inside and outside of the centers.

For more information, contact Elnora Peper, Director of Public Information and Publications, West Virginia Department of Education, Capitol Complex B-106, Charleston, West Virginia 25305. (304) 348-2713.

North Carolina

North Carolina state certificate renewal regulations adopted in April 1975 place greater responsibility on school systems for certificate renewal activities. The objective is to assure that staff development programs are aimed at meeting local priorities for improving instruction and/or job performance. Representation of all employes on local staff development committees is encouraged. And involvement of all certificated personnel in developing local guidelines for individualized staff development activities for renewal credit is required.

In addition to programs aimed at improving instructional techniques, the state department has also been active in promoting inservice education aimed at improving communication on both an internal (among teachers and administrators) and external (with parents and the public) level.

Regional councils of local superintendents make decisions within state guidelines for the use of state funds to provide specialized staff development for administrators, supervisors, and for specialized personnel and teachers of reading and exceptional children. Summer institute programs through in-state colleges and universities are provided to meet priority academic needs, while field-based intensive training is designed to prepare teachers for a new statewide early childhood program.

To eliminate the need for advance approval of each individual inservice activity, a school system may now seek state approval of an overall plan. According to North Carolina state department guidelines, this option is designed to "encourage greater correlation between improvement of instruction and experience in inservice education" and "to involve the administrative unit not only in planning programs for the improvement of instruction but also in counseling with individual teachers concerning the most appropriate experiences for individual professional growth."

Each overall inservice education plan adopted by a district board of education and submitted for approval must show at least one person assigned to be a "full-time" inservice education coordinator or given this responsibility as a "primary or major commitment."

According to state department guidelines, the local administrative unit should:

1. Assess the strengths, weaknesses and needs of the current instructional program and of all professional and auxiliary personnel.

2. Develop a rationale for an overall inservice education program consistent with the findings of the assessment.

3. Identify the types of inservice education activities to be used to translate findings of the assessment into an operational program.

4. Provide for conducting group inservice activities at times and places in the best interests of the instructional program and the participants. After-school activities should be at locations convenient for as many as possible; as many as feasible should be planned as part of the regular working time before, during and just after the 180-day school term.

5. Identify the organizational structure and the staffing plan it considers adequate for implementing and administering the program.

6. Identify the probable sources of available and qualified personnel to serve as consultants, instructor or assistants in conducting inservice education activities.

7. Identify the financial resources over and above those provided by the state for implementing and carrying out its inservice education program.

8. Establish a system of recording all activities contributing to the professional growth of teachers and formulate a plan for recommending teachers to the state for certificate renewal.

9. Involve representation of all types of probable participants in the planning of the overall inservice education program.

10. Formulate a well-planned, systematic approach for continuous evaluation of the inservice program.

Once a plan is approved, changes may be proposed to take effect at the beginning of a school year.

In developing North Carolina's inservice program, the state department acts upon request with ideas for programs and program structure as well as suggesting resource persons and materials. Selective evaluation of local programs is conducted on the state level.

And although the state legislature this year cut the available funds for both state and local inservice efforts as a result of the economy, Tom I. Davis, director of publications and information, says the programs are for most part continuing with local funds. He cited an annual seminar held for occupational education teachers in August as one example. In the past the state has assumed the costs. This year participants must pay their own way, and there has been little drop in registration.

The Role of Intermediate Units

In New York State, the Board of Cooperative Educational Services (BOCES) is playing a part in staff development programs. The Suffolk County, Long Island, BOCES offers a series of workshops in cooperation with the Suffolk County Organization for the Promotion of Education (SCOPE). These workshops are not intended to replace or compete with college courses, although they "are equated in time, content and rigor with quality graduate level courses." They are designed to supplement, rather than displace, the local inservice educational programs. BOCES provides financial and other resources for local inservice programs if districts agree to "regionalize" their courses by allowing a minimum of 10% of nondistrict personnel to enroll in each course. In this way, the intermediate unit promotes local interdistrict exchange of ideas.

The Role of Higher Education Institutions

Traditionally, one of the few connections between a university and a school district has been the teacher, traveling to the university campus on his own time to attend (and pay for) courses designed by the university, which may or may not be relevant to the teacher's needs at the time. Today, school districts and universities are beginning to work cooperatively; in some places by choice, in some out of necessity.

Cooperation: Osseo and the U. of Minnesota

Through this cooperative project, the university designs courses and other kinds of activities to order . . . upon specification by teachers and administrators of the school district . . . and the activities count toward degrees. As the school district describes it:

> The College of Education will attempt to design courses and programs that meet specific needs and attempt to teach these at central locations in the district. The courses will be intended to fill needs identified by the district project committee in response to requests from teachers and administrators and will carry graduate level credit from the School of Education.
>
> Graduate level credit may be granted by the College of Education for projects (e.g. curriculum development) in the form of independent study, seminar, workshop, practice, etc. University professors will act as consultants or advisors for these projects.
>
> Staff members who participate in the cooperative program (and who so desire) can be accepted into an M.Ed. program of the College of Education.
>
> *Example 1:* A number of teachers in the district indicate an interest in learning skills appropriate for handling behavior problems in the classroom. The District Committee for the program presents this need to the College of Education Program Committee. After surveying College of Education resources in this area, they return a proposed course to meet those needs. The course, if possible, would be taught at a central location in the district.
>
> *Example 2:* During the summer of 1973, three Park Center High biology teachers participated in a curriculum review project for the 10th grade General Biology course. The end product of their summer work was the creation of a General Biology Curriculum Guide which incorporates new teaching units and a new grouping method for biology.
>
> The curriculum guide explained such things as: the grading system, the biology requirement, the objectives of general biology, major areas cov-

ered by the course, description of objectives and activities for each quarter, a placement testing program, differentiated activities and assignments, addition of new units to the curriculum (e.g., careers in biology, recreational activities in biology, science and superstition).

To help get the cooperative program under way, the U. of Minnesota assisted the Osseo School District in conducting a needs assessment study to aid in determining the kind of help the teachers needed that the university might offer.

One County's Approach: Montgomery County, Md.

Helping teachers improve their classroom performance is the central aim of the Montgomery County (Md.) Public Schools comprehensive staff development program. And this goal is closely related and coordinated with the curriculum priorities and educational objectives of the total system.

According to Marilyn Nelson, director of the career programs division which operates the system's nearly 200 locally developed inservice credit courses, "The main focus is on courses that directly relate to the school board's identified high priority needs and have more than one-time applicability."

The school system continually reorders priorities to meet new curriculum demands in such areas as reading and math, career, drug and sex education, human relations skills or the emerging metric system, Nelson explains. As this occurs, appropriate teacher training is devised by curriculum specialists and approved for inservice "professional growth" credit, according to standards set up by both the district and the state. "Our function is very specific where credit for a course is concerned," she stresses.

This is largely because MCPS teachers may apply credit earned in locally developed inservice courses toward salary increments, state recertification, and the acquisition of the Advanced Professional Certificate. (Thirty locally-designed inservice credits may now be applied toward receipt of this state-awarded certificate.) Each course credit represents 15 hours of classroom instruction, supplemented by outside assignments.

Under the provisions of an MCPS negotiated teacher contract, instructional and material costs, as well as some refinement and development expenditures of the credit course program, are financed by county's Board of Education. The current school year's credit course appropriation totaled $105,000, according to Nelson.

In addition to answering curriculum needs, another segment of MCPS' credit courses is designed to help teachers improve their job performance through what Nelson terms a "self-analytical approach" to teaching. According to a catalogue description, the seven currently offered and six planned courses of the "Teacher Competency" (TC) series attempt "to assist teachers in relating to students, in improving skills needed in the classroom, and in integrating learning experiences for students."

The series stresses methodology and develops what Nelson describes as a teacher's "process" skills, by exploring various concepts, attitudes and behaviors which influence the quality of classroom performance. The series relies heavily on demonstration, the practical application of skills and the use of videotape for self-examination. Courses include: analysis of teaching; Preparing Student Objectives and Assessment Measures; Supervisory Skills; Teaching Strategies, and Motivation and Management of Learning.

The bulk of MCPS inservice teacher education occurs outside the normal teaching day, with the exception of summer programs for 12-month personnel and the minicourses used in daily classroom instruction.

From September through June, inservice credit courses are clustered in mid-week evening sessions which begin at 4 p.m. The length of a session depends upon a course's required class time.

During the two 6-week summer terms, Nelson says that terms of the teachers' negotiated agreement permit 12-month personnel to devote half of their work day to classroom teaching and the other half to inservice training (courses, workshops, etc.) or local school projects. However, 10-month teaching personnel must still take summer inservice courses on their own time, she adds.

Operating concurrent to the comprehensive program of courses offered for credit by the Division of Career Programs is a series of non-credit inservice training workshops coordinated by the 6 administrative area offices in cooperation with the individual school faculties within their jurisdiction. Unlike the credit courses, these half-day workshops are scheduled within the teaching day and form an integral part of the schools' calendar year. A total of 4 half days were included for this purpose in the current MCPS calendar year, with only 2 slated for the 1975-76 school year.

The general content areas of this year's workshops, as determined by central administration

directive, were "Human Relations" and "Reading." Each area was permitted to execute these themes according to the identified needs of its member schools.

While the design, implementation, funding and initial approval of these workshops is primarily a local responsibility, all dates and topics must be cleared through the appropriate central channels.

Evaluation

In both the formal credit course program and the more informal noncredit, inservice workshops, evaluation receives emphasis. The current process of evaluating credit courses is two-fold, consisting of: (1) an evaluation from within the system by course coordinators, instructors and participants; and (2) and a professional validation study contracted outside the system for limited application within the TC course series.

Evaluation From Within: The course coordinator is the central figure in the inside evaluation process of inservice credit courses. According to established procedure, during a minimum of "three full class observations," the coordinator is charged with:

- monitoring a course to provide the instructor with immediate feedback on the quality of his teaching performance and the effectiveness of the course in meeting objectives
- conducting a participant evaluation of the course through the use of centrally prepared or independently designed evaluation forms
- and finally, making his own "summary evaluation" of the course based on all the above.

Evaluation From Outside: For the first time, the MCPS Board of Education this year appropriated funds for a formal evaluation of certain Teacher Competency courses, to determine the degree to which such instruction actually alters a teacher's classroom behavior. Teacher behaviors are monitored for a 6-month period, immediately pursuant to the completion of a course.

At the local level, the noncredit inservice workshops are also evaluated through participant evaluation forms. These forms, which are designed by area office personnel, list a workshop's predetermined objectives, and ask the evaluators to indicate both whether they were realistic and whether they were accomplished. The questionnaires also provide assessment of specific workshop activities.

Career Counseling

Counseling teachers in selecting inservice education options so that the experience will help them to achieve both professional and personal goals is the job of MCPS Division of Career Counseling, a section of the staff development department. "Counseling should go hand-in-hand with training and certification," according to Leonard Orloff, staff development director.

Since assisting teachers in meeting certification requirements is an overlapping responsibility of career counseling, he explains, the two objectives are best achieved when integrated in a comprehensive program tailored to individual needs. He cites the principal-teacher cooperation at the building level in choosing programs as basic to the concept of individualized inservice training.

THE ROLE OF PROFESSIONAL EDUCATION ASSOCIATIONS

NASSP

The National Assn. of Secondary School Principals (NASSP), through its National Institute of Secondary School Administrators (NISSA), directs its inservice programs primarily to school principals, who comprise roughly 90% of its membership, but also has included librarians and student activity advisors for appropriate topics. From October through May and in the summer, both members and nonmembers may attend institutes and conferences on topics of current interest.

Three-day institutes place a heavy emphasis on small group participation for the 25-75 people who attend. They are designed to personalize content through involvement and interaction and to use a variety of materials and methods to assist replication by participants in providing training programs for their own staff. In addition, "front-line conferences" directed to specific groups such as assistant principals, administrators of smaller secondary schools, junior high, middle and intermediate involve 250-500 participants. Here, too, the format is to subdivide into smaller units – administration workshops, discussion sessions, swap shops – to increase individual activities.

Membership surveys, input from regional offices and subjects of contemporary interest, such as school law and staff evaluation, help to determine the topics for institutes and conferences. A brochure, listing topics, dates and locations, is avail-

able at the beginning of each semester and the summer.

For further information: Tom O'Brien, Intern for Office of Professional Development, NASSP/NISSA, 1904 Association Drive, Reston, Virginia 22091. (703) 860-0200.

The AASA/NASE Program

National Academy for School Executives (NASE), the inservice arm of the American Assn. of School Administrators, holds a series of five-day seminars and 2 1/2 day institutes throughout the country on topics suggested by a membership survey. Seminars provide in-depth studies of a specific topic, such as "designing and conducting administrator inservice programs," while institutes are designed to help administrators acquire specific skills, such as coping with declining enrollments.

One seminar scheduled for 1975-76, The Design and Implementation of a Competency-Based Staff Development Program, is planned as a model for the approach it teaches. It begins with setting objectives and goals, followed by a lab session or individual study, case studies of specific programs and optional small group activities. At its conclusion those attending will have participated in developing a sample product.

NASE also offers contract programs to meet specific needs. Enrollment of 25-50 is usually and required and a minimum of three months notice needed for preparing special seminars.

For more information, contact Louis G. Zeyen, director, NASE, 1801 North Moore Street, Arlington, Virginia 22209. (703) 528-7875.

ASCD

Developing new teaching strategies is the most critical phase of staff development with which the Assn. for Supervision and Curriculum Development (ASCD) is currently involved, according to Exec. Dir. Gordon Cawelti. The task centers on devising new methods of improving "teaching behaviors" in the classroom, Cawelti stresses. He explains that this calls for an abandonment of the more traditional forms of staff development which focused on the "straight lecture after-school faculty meeting."

Since, in Cawelti's view, the real challenge facing today's teachers is not developing new course content but "getting kids to deal with the content already there," he maintains that teachers must be trained in more meaningful methods of supplying information.

"Inquiry Teaching" a process in which the teacher is actively engaged in an ongoing analysis of his or her own classroom behavior is the practice which Cawelti points to as modern staff development's replacement for the outmoded straight-lecture method. Self-improvement is achieved through the teacher's own identification of his individual needs coupled with a self-determination of the kind of training he requires to fill those needs and realize his chosen behavioral objective.

The teacher inquiry process, according to Cawelti, includes these five steps:

1. Needs assessment
2. Goal setting
3. Selection of instructional materials
4. Selection of teaching strategies or learning experiences appropriate to the goal
5. Evaluation

Release time for teachers and practical classroom demonstration of new techniques are prerequisites he deems essential to the success of this more meaningful approach to staff development.

According to Cawelti, ASCD's current staff development efforts are aimed at several media designed to improve teaching behaviors through the inquiry process. These include:

- **Interaction Analysis** – This involves the use of a formal system of analysis to study a teacher's conduct in the classroom. One of the most familiar of these commercially available systems – The Flanders System – assumes that the verbal interaction of teachers and students is a key to understanding what goes on in the classroom. Therefore, its analysis focuses on only what takes place "verbally" in terms of: teacher talk; student talk; and silence or confusion. Other interaction analysis systems stress the nonverbal or physical aspects of teacher-student behavior.

- **Microteaching** – Microteaching introduces the video camera to expedite the analysis of classroom behavior. It teaches a brief, limited lesson to approximately a half dozen children. It is designed to promote a few select skills, generally within a 4- to 20-minute time frame, and the entire exercise is videotaped to give instant feedback on classroom performance.

Systems which enable the teacher himself to operate the video recorder and then carry on his own self-analysis are now commercially marketed.

- **The Teacher Center** – While the concept has been adapted to many forms, it generally refers to a physical facility or other unit whose entire staff is actively engaged in devising and applying new curriculum content, teaching methods or whole educational philosophies (such as the "open school") in their daily classroom instruction of all subjects. Granting teachers release time to receive training at such centers is another approach Cawelti terms extremely valuable.

Developing staff development programs with an eye toward "humanizing" education is another high priority of ASCD, according to Cawelti. School climates should, he says, contribute to the formation of positive self-images on the part of students. "Helping to develop a school atmosphere which will enable each child to realize his full potential," is a major emphasis he says ASCD places on revamping inservice programs.

Finally, Cawelti lists the trend toward a multicultural approach to education as another concept for inclusion in new staff development techniques. "If schooling is to be aimed at a pluralistic society, teachers must be retrained to analyze concepts in this newer context."

"Examining methods of staff development which will be effective in reducing prejudices acquired at home and elsewhere," falls into this category, he adds.

NEA

"Maximum teacher involvement" in the planning, content and overall operation of staff development programs is the basic tenet of NEA's much-touted "teacher-centered" approach to inservice education.

According to John Sullivan, NEA Director of Instruction and Professional Development, the so-called "teacher-centered" concept focuses on 3 essential criteria:

1. Teachers must determine their own inservice needs
2. Teachers must be actively involved in program planning and operation
3. Teachers must receive inservice training as an integral part of their work day

"The school system may set some general goals to be accomplished," he explains, "but the question of how they are actually achieved should be determined by teachers."

The NEA "teacher-centered" approach is now functional at nine pilot sites in an effort to develop strategies which will best effect increased teacher involvement. This approach should not, however, be confused with another NEA-supported inservice training medium – the "teacher center" – which is included in the most recently published 1974 NEA information package on current practices in inservice education. While generally thought to be a single physical facility or a specific location within a facility, the concept of a "teacher center," as defined in the package, stresses "the importance of every school building being an inservice center."

As Sullivan puts it, "Ideally, inservice education should be developed at the local school building level based on what teachers in a particular building decide they need." He adds that it is desirable to promote continuity within a school building, "with an entire faculty committed to one course of action on how to teach."

Other inservice training efforts, sponsored and funded by NEA in the form of teacher workshops and district pilot projects, explore such current topics as student rights, academic leadership, sex-role stereotyping, civil rights procedures, processing grievances and negotiating contracts. Sullivan describes these programs as "the kind of organizational inservice training which contributes a great deal to school systems."

In assisting teachers to realize their goal of greater involvement in inservice education, NEA assumes a somewhat paternalistic posture, advising local affiliates of options and alternatives to explore in planning and negotiating for inservice education.

"We don't have a specific contract model for use in negotiating," Sullivan reports. In outlining the Association's views, he explains that financing does not always enter into a negotiated contract. "Negotiating the criteria of inservice programs and the procedures for implementing them is a good beginning," Sullivan contends. He stresses that "the nature of the inservice program" is the key element in all negotiations.

Faculty leave and sabbatical programs are also items which NEA lists as potentially negotiable, according to Sullivan. "We generally recommend a

. . . Your Association Needs To Get Busy

The National Education Assn. has a do-it-yourself needs assessment chart for local associations involved in setting up inservice teacher training programs. It is as follows:

( ) Teachers have the major say in determining what their inservice program is to be.
( ) A system for assessing inservice needs of all professional staff is in use.
( ) Inservice education is an integral part of program improvement and takes place before any curriculum changes begin.
( ) It is intrinsically satisfying to participants.
( ) Each teacher has the opportunity to learn how to do his job better.
( ) Teachers have the chance to learn from colleagues in the same school or district.
( ) They also have the opportunity to visit schools and teachers in other areas.
( ) The school board sees inservice education as an imperative.
( ) There is opportunity to prepare for career advancement if a teacher wishes.
( ) Administrators have inservice education, too.
( ) The program offers more alternatives than just college courses or workshops.
( ) The resources of nearby teacher education institutions are utilized in planning and implementing inservice programs.
( ) The community understands and supports the need for inservice education.
( ) The school district bears the cost of inservice education for all staff.
( ) There are tangible rewards for inservice growth.

If you have checked every item, LET US HEAR FROM YOU IMMEDIATELY. The professional world should know about you! If you were able to check only three or four, the students in your community are probably being shortchanged. Your association needs to get busy.

full year's leave at full salary for those faculty members who have rendered the appropriate amount of service (usually 5 to 7 years)," he explains.

Sullivan says he envisions a trend in support of negotiated leave programs in view of the current teacher surplus which facilitates staffing replacements. In areas where negotiated contracts do not exist, Sullivan cites the increasingly popular use of the "joint committee" as a vehicle for effecting informal agreements between teachers and administrators on the planning and implementation of inservice training programs. Since administrators have tended to dominate the work of these committees in the p[illegible], he adds that NEA is currently advocating the addition of more teachers to future joint committee memberships.

As to future strides in the improvement of inservice development, Sullivan sees the following needs:

- The thrust of emerging staff development programs must strike an equal balance between content and strategies.
- Increased efforts must be directed toward preservice, as well as inservice education. Colleges and universities must be encouraged to introduce students to practice teaching earlier in their careers.
- More teachers must be allowed release time during the course of their teaching year to work within school buildings on both curriculum development and their own training.
- To service an increasingly interdependent world, more teachers must take advantage of sabbatical leave programs which afford them an opportunity to study and teach in foreign countries.
- The increased use of collective bargaining requires that teachers receive training in negotiating skills.

Sullivan predicts that declining enrollments coupled with a reduced turnover in teaching personnel will provide a vastly expanded body of human resources from which to draw in the quest for more effective staff development programs.

Chapter 6

The Urban Scene— A Focus on Human Relations

Another dimension of emerging trends in staff development is revealed in a careful study of urban inservice programs and the special demands the inner-city schools' minority enrollments place on teacher training.

"Nowhere is the need for inservice as visible as it is in the schools which serve minority students," William W. Wayson, professor of educational development at Ohio State U., recently asserted at the 1975 American Assn. of School Administrators' annual convention.

The adverse influences of the depressed socio-economic environment which envelop the inner-city school, constitute what Wayson termed a "compelling curriculum" – the transformation of which he envisions as the major task of an effective staff development program.

Before presenting his proposal for a viable urban inservice development program, Wayson detailed the following educational goals from which his plan derives:

- The needs of the immediate future dictate that our schools produce mature, "responsible, citizen-adults," by developing in *all* students the essential skills of problem-solving, decision and choice-making.

- The type of instruction needed to achieve more productive citizenship is that which allows the student to apply these skills to his daily school and community experience.

- And, in order to adequately instruct students in these skills, teachers must first learn and practice them.

Wayson prescribed a dual formula for effective urban staff development which calls for: (1) "a formal instructional program" consisting of classes, courses, workshops, faculty meetings, etc. and (2) an informal organizational climate.

THE FORMAL PROGRAM

While Wayson conceded that "a program of formal instruction is an integral part of urban inservice development," he stressed that its chief value is in supplementing the informal part of the program through courses designed to teach "specific skills, attitudes and knowledges that will reinforce the problem-solving in which staff members engage in their daily lives."

He suggested that the formal instructional program might be administered through a central office by either a specially designated or already-existing assistant superintendent, and that its functions be broadened to include student relations and minority curriculum, in addition to staff development. He recommended a more decentralized administration of the program for larger cities, underscoring the importance of keeping programs and services close to the schools.

A cadre of full- and part-time employes supplemented by trained consultants, recruited both from within and outside the school system, would staff Wayson's formal inservice program. He stressed that all staff personnel must possess strong human relations skills as well as those needed to develop a sound instructional program. These credentials take on added significance, since Wayson's staff development personnel would assume the related task of helping school staffs "to develop the power to solve problems" by:

1. Supplying both the human and material resources needed to improve the school's human relations.

2. Securing supplemental resources at the request of individual school staffs.

3. Helping school staffs to identify problems.

4. Assisting local community staffs to develop problem-solving skills.

5. Informing the total community about school problems and successes.

6. Promoting better human relations by making school personnel aware of the contributions they make toward the solution of specific problems.

7. Continuously reviewing and updating skills and knowledge to maintain a relevant human relations program.

8. Acting as a forum in which local school staffs can exchange ideas and proposals.

9. Serving as ombudsmen to protect the rights of all segments of the schools' population.

THE INFORMAL PROGRAM

In order to build an organizational climate which will be truly supportive of the formal instruction program, staff development must focus on areas which have what Wayson termed "gut-level" significance – defined as those areas which lie beyond teaching content. They fall, instead, in the grayer area of everyday problem-solving – a realm which requires more of the teacher's total commitment and less of his mind.

Wayson maintains that in the past five years, both the teachers and principals in inner-city schools have had their decision-making powers usurped. Because of the way schools are organized and staffed, nearly all important decisions – those which directly affect both the individual teacher and his work – are made elsewhere, he says.

Yet, Wayson claims that a total problem-solving climate – one in which all staff members are motivated to identify problems, explore alternatives, make choices and effect decisions – "is essential for the kind of communication, belongingness, and commitment that makes a truly educational school."

Therefore, Wayson stipulates that an effective staff development program must:

- Be founded on a climate which places confidence in and imposes responsibility upon teachers as problem-solvers.
- Educate individual staff members to function as a cohesive problem-solving group, teaching them to share meanings, and clearly define goals to arrive at a sense of common purpose.
- Focus on the full range of school personnel in a building, exclusive of rank, and engage them in mutual problem definition and solution.
- Allocate sufficient time to develop problem-solving capabilities.

The School District

"The organization and operation of city school districts often works against most of the goals and practices that are necessary for effective staff development," according to Wayson. Historically, he points out, urban schools were organized "to assure maximum centralized control and standardized practices." The decision-making and problem-solving functions were the exclusive right of the upper echelons, he stated.

The standard operating policies and procedures of the district are a "hidden" curriculum, Wayson says, that "teach teachers and administrators to be obedient, to deny problems, to push decisions upstairs, and to play it safe." It is this same curriculum, he claims, which "works against the welfare of culturally different students."

The power to reverse this trend rests to some extent with the urban school superintendent. And that power can be exercised most prudently, Wayson emphasized, in a more judicious appointment and assignment of school principals. For, in his view, the principal occupies the key position for evolving fair and equal practices and policies in multiracial, multiethnic schools. The superintendent can further rectify prejudicial policies, Wayson states, by clarifying his expectations of personnel and establishing explicit procedures which guarantee that all students receive fair and ethical treatment. But, in Wayson's estimation, the real key to an effective change of climate, is in a reorganization and implementation of practices that will bring the decision-making mechanism down closer to the problem level – the school building.

Wayson acknowledged that this latter task is a difficult one, but he went on to list some clearcut guidelines emerging from school districts which have made the attempt. The following set of principles for effecting more responsible problem-solving at the school building level stipulates that daily school practices must:

(1) cause and support instructional problem-solving in the local school building and its community

(2) require teachers to make the decisions about what will enhance learning among the pupils for whom they are responsible
(3) secure and develop leadership at all levels of the school district – first, by creating a climate that causes leadership to arise and second, by recruiting and training administrators who can foster that climate
(4) permit individual schools and individual groups of teachers within each school to be different from other schools in the district
(5) open the schools to creative participation by as many community resources as possible
(6) make personnel in the central office *serve* as staff for principals and teachers
(7) place top priority on the quality of service to individual students (no matter what their race, ethnic origins, or financial status).

In conclusion, Wayson offered the following observations concerning factors which, he feels, could influence the implementation of his proposed urban inservice program:

1. *Integration*
When a strong staff development program patterned after the one described parallels a conscious staff effort to teach integration in newly desegregated schools, the quality of life experience for both the minority and dominant culture students is improved.

2. *Isolation*
Multiethnic staff development efforts cannot be isolated and focused only upon staff members who teach minority children. "We must also educate every teacher who teachers *only* students of the predominant culture to recognize that "the minorities' problems are problems they help to create."

3. *Time*
Staff development time must no longer be viewed as an "extra" but rather a "vital" part of the teaching function. Large group instruction and paraprofessional volunteers are only two of many resources which can be tapped to release a teacher's classroom time for staff development designed to improve the quality of his teaching.

4. *Collective Bargaining*
Teachers should play an instrumental role in determining instructional practices and planning their own inservice development programs. Local teachers' associations or unions, must, therefore, have responsibility for operating "much" of the staff development program.

THE DALLAS STORY

One major school system with a comprehensive inservice training program is the Dallas Independent School District (DISD). Part of it was forged by planning, research and staff, university and community involvement. Part was mandated by a stiff court decree ordering DISD to institute an Affirmative Action staff development program "to remedy racial discrimination." It has many components, including a Dallas Teacher Education Center, four decentralized Area Teacher Centers, and a model program in competency-based education.

It is based on seven assumptions stemming from the diversity of educational needs found within the many ethnic, geographical and socioeconomic communities served by the DISD.

The *first assumption* is that no single source can adequately prepare teachers to meet all the needs of all their students. Teacher education must be a broad-based cooperative effort for maximum effectiveness.

The *second assumption* is that every teacher must practice one of the most important things he or she stresses in the classroom – that education must be a life-long, vital process.

The *third assumption* is that an effective inservice program cannot be separated from preservice training through area universities. Student teachers can bring information about the latest techniques and trends to the classroom teacher to whom he or she is assigned. And a close working relationship with the education departments of area universities allows DISD to influence teacher training to make it more relevant to the day-to-day problems and responsibilities a teacher in an urban school district must face.

The *fourth assumption* is that staff development activities must be building level centered. Dallas teachers have indicated repeatedly that they prefer staff development activities to be planned and carried out by their own individual faculties, in contrast to a centrally-administered program. During 1974-75, DISD went totally in this direction.

Four Teacher Education Centers, or staff development resources centers, attempt to meet the various needs of Dallas' diverse school population through staff training designed to fit the local school situations. All four centers are located on elementary school campuses in four different sections of the city.

The *fifth assumption* is that inservice training should include the entire "school family:" secretaries and clerks, custodians, maintenance workers,

food servers and central administrators, as well as the district's teaching staff. DISD has found that support staffers receive more job satisfaction knowing that they are a part of the team.

Through a shared decision-making program in Dallas, called Operation Involvement, support groups are devising new ways to make staff development time more fruitful in 1975-76. They have met with their faculties on affirmative action and other subjects when pertinent to their jobs.

The *sixth assumption* is that DISD should carry out the spirit as well as the letter of the law. The state legislature mandates that Texas school systems allow 10 full days of staff development training per year. In addition to the state requirement, Dallas students are released early 10 Fridays a year, so that teachers may participate in enrichment activities from 2:30-3:45 p.m.

Because the district will be implementing a comprehensive new instructional program in 1975-76, the DISD Board of Education has mandated that all teachers new to the system will be offered contracts of 195 days instead of 190. They will report five days early in August for orientation in one central location.

In addition to the general state law requirement, DISD has been operating under a court directive regarding staff development since the beginning of the 1974-75 term. A court case resulting from disciplinary action taken against a student resulted in a comprehensive directive being handed down from Federal Dist. Court Judge Sarah T. Hughes in June 1974. The directive stated in part that the district is to "remedy racial discrimination in the following respects:

1. in initiating institutional and structural changes
2. in the training of teachers and counselors,
3. in training students to deal with institutional racism, and
4. in becoming active in terms of their community or their environment in attempting to push programs of affirmative action."

In the wake of the court order, DISD adopted the following staff development policy:

> Because the effectiveness of any Affirmative Action effort depends to a great extent upon the competencies and understandings of school personnel, a major thrust of the District's staff development program will be directed toward providing personnel with necessary concepts, knowledge and skills regarding multi-racial education. The staff development time on the fourth Friday of each month will be designated as Affirmative Action Day, and Affirmative Action Programs will be conducted on that day for all personnel in each school in the District. Other times may be designated for Affirmative Action Programs in accordance with building needs.

In addition to monitoring the new Affirmative Action staff development programs, the DISD Board of Education set the following mandates for itself:

1. Direct district administrators to assess the training needs of all personnel and establish an appropriate affirmative action training program as the number one priority of the Personnel Development Department.
2. Receive from district administrators a program of training, including an estimate of resources needed.
3. Provide necessary resources at the beginning of the year within the constraints of the existing budget to implement a continuing training program.
4. Monitor each six weeks report from administrators that details training activities and progress to date.
5. Encourage Board of Education members to visit training sessions and report observations to the Board of Education and administration.

The district's new Affirmative Action Program had a drastic effect on staff development sessions during 1974-75. Exactly one-half of all staff development time (including full-day sessions and "early release" days) was devoted to affirmative action. The other half was set aside for local school programs.

An Office of Affirmative Action was set up this year separate from the Personnel Development Dept., which traditionally has handled all aspects of staff development. The new office took over the eight-person staff of Project ICE (Improving the Climate for Excellence), a federally funded project designed to deal with human relations problems arising from desegregation. The new office works closely with a student leadership project, called LIFE Leadership, which is making a major effort to eliminate racism from the student's point of view.

Court-ordered Staff Development

The nation's courts are beginning to turn toward staff development mandates as an integral part of court-ordered school reform. The Dallas Affirmative Action order described here is one example. Philadelphia is another.

In a three-year legal battle over the distribution and control of Title I, ESEA funds involving the School District of Philadelphia and the local Welfare Rights Organization, Chief U.S. District Court Judge Joseph S. Lord III included staff development of Title I teachers in a sweeping order restructuring the city's Title I programs in April, 1975.

The school district filed its own suit challenging the court's right to take the school policy setting role away from the Board of Education. Yet, pending the outcome of the counter-suit, the following Title I staff development reforms have been mandated by the judge.

Criteria for assignment of noncertified reading teachers in junior high reading programs: "Newly hired applicants will be enrolled in 15 hours of inservice training in the teaching of reading during the first year of employment; teachers who are currently employed will be excused from faculty meetings to receive at least 15 hours of inservice training in the teaching of reading; both newly hired applicants and currently employed teachers will obtain, within three school years, one quarter of their 24 mandated graduate school credits in the field of reading. . . ."

In junior and senior high reading programs: "Teachers in the junior and senior high school Title I reading programs shall receive five days of staff development and training by September 15, 1975 provided by the School District and shall receive an additional day of training each month during the 1975-76 school year."

In junior and senior high math programs: "Teachers must receive a two-week (50 hours) staff development and training program by August 31, 1975 and must receive at least 20 hours of staff development and training during the 1975-76 school year."

The Affirmative Action Program Office has concentrated on gathering resource materials on institutional racism for the schools. It also requires principals to submit details of their local building affirmative action plans, which include staff development activities. Staffers provide as much "at the school" assistance as they can, but most of this kind of help is supplied through the area teacher centers.

The *seventh, and final, assumption* regarding inservice training is that community support is needed. The teacher center conglomerate is governed by a 45-member advisory council which includes parent-teacher and community organization people as well as representatives of seven area colleges and universities, professional education associations, the Texas Education Agency, the state regional education service centers and DISD employe groups.

Dallas also tries to involve local businessmen through the local Chamber of Commerce in a variety of school programs, including staff development. The C of C representative on the school system's Teacher Council keeps the council informed about job market trends, and whether the council's programs will eventually benefit job-seeking graduates.

Dallas Teacher Education Center

The Dallas Teacher Education Center (DTEC), an educational cooperative located in the DISD, has five major purposes: 1) to develop competency-based preservice and inservice teacher education programs with an urban orientation; 2) to provide comprehensive inservice personnel development programs for the district's 12,000 employes; 3) to conduct product research and development; 4) to test (in a laboratory) strategies and proven modes of teaching, and 5) to disseminate programs which have been developed by or adapted to the district. The DTEC is a joint effort of the DISD, seven area institutions of higher education, the professional educator associations, the community, and the Education Service Center for this region.

DTEC is administered by a central administrative unit; however, its decentralized programs include four all level Area Teacher Centers which serve separate geographic areas of the District. DTEC serves 750 students annually who are enrolled in the seven cooperating institutions of higher education to prepare to teach. It also provides more than 100 inservice programs for over 7,000 teachers employed in the District. Programs focus on the special needs of entire building faculties as well as programs for groups of teachers by level or discipline, districtwide priorities, regional needs, and selected state and national thrusts.

Because DTEC uses funds from five sources, funding integration has been important. Local tax funds, Emergency School Aid Act (ESAA) funds, Texas Center for the Improvement of Educational Systems (TCIES) funds, Elementary and Secondary Education Act (ESEA) Title I funds, and Texas Senate Bill 8 for Student Teaching all provide revenues for the center.

DTEC is committed to producing a management model which includes a comprehensive information system, programs of staff preparation and improvement which focus on the urban setting, a cooperative graduate center which provides residence graduate credit, a comprehensive inservice staff development program which provides a variety of options in response to needs, and a cooperative competency based preparation program to aid in staff improvement and evaluation.

DTEC employs a number of major research and development processes: 1) needs assessment, 2) cooperative development of teaching competencies using analysis, synthesis, and evaluation, and 3) prescription of personnel development activities based on information provided by on-site tests, continuous evaluation and feedback, and experimental designs.

The Center concentrates on: 1) developing in prospective teachers those competencies which are cooperatively determined as essential in an urban setting; 2) preparing and disseminating materials for use in competency development – video recordings, transcripts, skill development materials; and 3) providing institutes, workshops, graduate courses, seminars, and training laboratories for the continuing education of teachers; 4) providing specific development activities to implement the priorities of the District, and 5) providing experiences designed to improve the performance of teacher aides and other auxiliary teaching and service personnel.

Program Strategies Developed

Several strategies have been employed to reach the Center's objectives. The Center Council formed eight working committees – Administration/Supervision, Career Education, Committee on Com-

mittees, Counseling, Preservice Education, Special Education, Staff Development and Paraprofessional Development – to plan program goals, to advertise Teacher Center activities, and to make recommendations to the Center Council.

Area Teacher Center teams, composed of college/university coordinators, district directors and resource teachers, participate in the formulation, implementation and evaluation of comprehensive teacher education programs which suit the particular needs of each teacher center in the district.

A major function of the Dallas Teacher Education Center is that of developing the skills of supervising teachers in both their classroom and supervisory roles. Specific programs have been scheduled for the training of supervising teachers by Area Teacher Center teams. An inservice program cooperatively designed and implemented through the DTC is offered to all district teachers needing help in meeting problems associated with teaching children in an urban setting and with supervising student teachers. The programs are individualized according to the needs projected by the participating teachers themselves.

To enable school district personnel to acquire graduate degrees, a graduate center has been established as a component of the Teacher Center. The district provides the physical facilities while the universities, assisted by the Teacher Council, direct the programs through which resident graduate credit may be secured.

A Human Relations Multicultural Resource Center is located at each elementary site. This resource center contains paperbacks, films, records, and other learning materials needed to facilitate awareness of and responsiveness to the cultures within our society. Another facility, the Dunbar Learning Lab, was established as a demonstration laboratory for the development of concepts, strategies, and research with multicultural emphasis.

Competency-Based Education

Competency-based education has for some time provided the vehicle for the eventual development of more effective preparation programs in the Dallas Teacher Education Center. In October, 1973, representatives of the seven colleges/universities associated with DTEC initiated a series of meetings to discuss common concerns regarding preservice education in the institutions of higher education.

Agreement on common objectives was the next step. It became obvious that each institution, even though retaining its identity, would have to agree to a common definition of the teaching act or process as it related to the urban setting. Involving a number of consultants and other available resources, these college/university coordinators agreed upon eight clusters of competencies necessary for teaching in the urban setting. These clusters include both cognitive and affective behavior and contain forty specific behaviors to be accomplished.

Funded by the Texas Center for the improvement of Educational Systems, this effort became one of the major activities of the Dallas Teacher Education Center during the 1974-75 school year. The project has five major objectives:

1. To refine the management model for an educational cooperative (a teacher center) utilizing competency-based education.

2. To validate the clusters of competencies previously identified in the project.

3. To verify major competencies for each cluster.

4. To develop exemplary strategies for acquiring these competencies in a cooperative setting.

5. To select and adapt evaluation/assessment processes in a CBE program.

Participants feel the strengths of the project are 1) a cooperative effort to develop a common set of competencies for both preservice and inservice, 2) a replicable management model for teacher centers energized by public school districts, 3) the continuous involvement of the organized profession, and 4) the combining of the resources of several institutions and organizations.

The weaknesses of the project as identified by the participants are: 1) the amount of time necessary to involve all parties, 2) the difficulty in isolating competencies unique to the urban setting, and 3) the general communication and definition problems of a cooperative effort.

Results of the project should provide the profession with more direction for teacher education and confidence to concentrate on the competencies identified.

Chapter 7

A Paradigm for Viewing Teacher Development

To guide teacher development efforts effectively, whether personally or collectively, it is important to have a comprehensive grasp of the complex of forces bearing upon each person – and the potency of those forces. Without such a grasp, as the history of staff development activities abundantly demonstrates, time and money can be expended on narrow aspects of the total problem, often overlooking forces so powerful that they determine the outcomes in advance.

Studies in various disciplines suggest patterns into which such forces fit. No one knows the patterns absolutely, of course, but enough is currently accepted to offer guidance to teacher development efforts. There are at least six sets of interrelated factors which control the performance of certificated personnel in education. The grid on p. 57. suggests ways in which they are interrelated. The grid enables individual teachers, or groups of teachers, or planners of teacher development efforts, to assess just how comprehensively they see the forces bearing upon them and whether their development efforts are pointed both toward possible constraints and assists.

The first set of factors includes those stemming from the person, the teacher. They are called Educator Variables. (See p. 57.) All of these are personal matters. They will be different for each individual who holds a post in education, because individuals differ. Each person's performance on the job, then, is affected by the nature of the being that he is.

The second set of factors are those arising out of the school system itself. They are called the Intra-Organizational Variables. These vary from school system to school system because, obviously, no two school systems are exactly alike.

The third set of factors are those peculiar to the environment in which the educator and the school system operate. They are called the Extra-Organizational Variables. They include community, state, national and even international forces. For example, the pressures on an educator are different in a highly industrialized town from those in a suburban town. In the former, vocational education may be the big issue; in the latter, vocational education may not be a priority.

But there are factors that cut across the first three. The first are called Purposives. They are all the forces represented by goals. To suggest that one can explain natural events in terms of "purpose," is currently unpopular with many philosophers. But people, school systems, and nations *do* strive toward goals, even though they may neither be clearly seen nor understood.

To support that contention, Robert B. MacLeod, professor of psychology at Cornell U. says, "Among the many things that are characteristic of organisms is that they strive toward goals. We may deduce goals from the observed behavior of simpler organisms, or we may observe them directly in our own experience. The fact remains that goal directedness is something we can observe. If science is to include the behavior of man, it must include that fact of purposive striving. Sticks and stones do not strive, but people do."

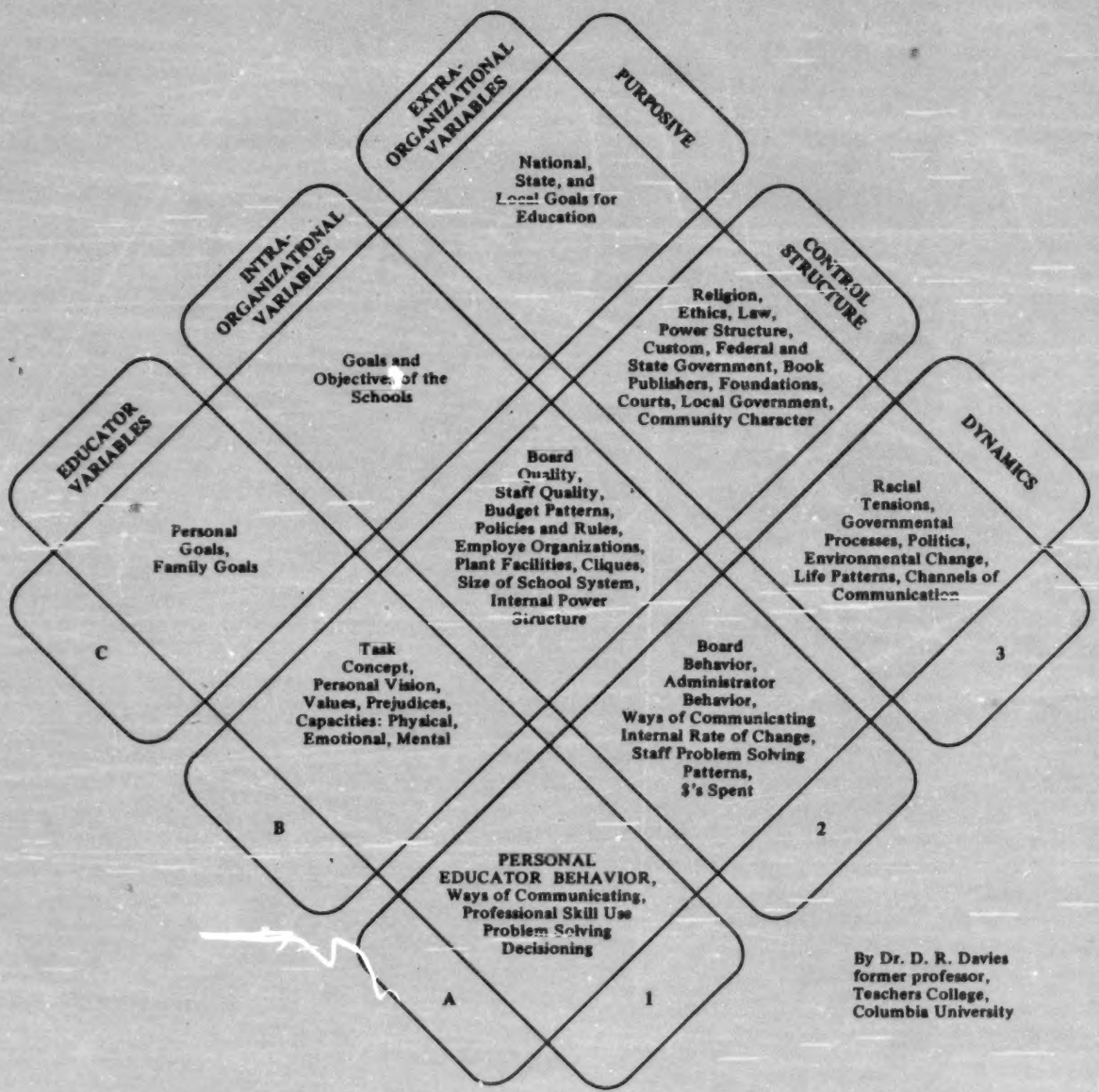
The behavior and performance of an educator, then, is affected by three levels of goals: those that are personal and family oriented (ambitions, spouse's ambitions); those that the school system boasts about (the finest marching band, more outstanding scholars, support for a cause, preservation of a local way of life); and those that surround both the person and the schools (survival of the country, appreciation of the private enterprise system, school tax cutting). The educator cannot survive, let alone perform effectively, if he is blind to the effects of such forces.

The second of the crossing sets is the Control Structure. It includes the guides, rules, policies, laws, the mandates that keep action, within limits, on course, toward goals. Note the partial list of controls at each of the three levels. The extent of each educator's vision, job perception, intelligence,

INSERVICE EDUCATION

CURRENT TRENDS in School Policies & Programs

Paradigm for Studying Educator Behavior


EXTRA-ORGANIZATIONAL VARIABLES
PURPOSIVE
INTRA-ORGANIZATIONAL VARIABLES
CONTROL STRUCTURE
EDUCATOR VARIABLES
DYNAMICS
National, State, and Local Goals for Education
Religion, Ethics, Law, Power Structure, Custom, Federal and State Government, Book Publishers, Foundations, Courts, Local Government, Community Character
Goals and Objectives of the Schools
Board Quality, Staff Quality, Budget Patterns, Policies and Rules, Employe Organizations, Plant Facilities, Cliques, Size of School System, Internal Power Structure
Personal Goals, Family Goals
Racial Tensions, Governmental Processes, Politics, Environmental Change, Life Patterns, Channels of Communication
C
3
Task Concept, Personal Vision, Values, Prejudices, Capacities: Physical, Emotional, Mental
Board Behavior, Administrator Behavior, Ways of Communicating Internal Rate of Change, Staff Problem Solving Patterns, $'s Spent
B
2
PERSONAL EDUCATOR BEHAVIOR, Ways of Communicating, Professional Skill Use Problem Solving Decisioning
A
1

By Dr. D. R. Davies
former professor,
Teachers College,
Columbia University

physical stamina and emotional maturity controls and guides a person's performance. And most of them can be improved.

Next, a whole complex of forces within the school system itself influences each educator's performance: the quality and behavior of the board of education, the abilities of the staff, the items provided for in the budget, the power structure of the faculty, the facilities and teaching materials, even the size of the school system. All such factors either inhibit or support each person's efforts toward self-development and toward greater service to the school.

At the extra-organizational level the forces are even more powerful. Organized religion, ethics, morality, tradition, legislation, court decisions, the state education department – all must be reckoned with. And the policies and practices of textbook companies are more influential than most people realize. The mass distribution of textbooks throughout the country across governmental boundary lines has been one of the strongest coordinating influences on the curriculum in spite of the decentralization of the nation's schools. In the United States, a child may enter the fourth grade in Oregon, Nebraska, Florida, or Kentucky and confidently expect to find the curriculum far more alike than different. Local groups who might like to change the curriculum find it difficult if what they propose is too far from the usual.

The third of the crossing sets is called Dynamics, the operational forces. These are the actions that one can observe.

Note that an educator's behavior, – his job performance – is affected by corresponding dynamics in the school system: the way the school board performs, the way superintendent, principals and supervisors perform; the ways in which people communicate with each other (or do not communicate); the rate of change within the school system; the way in which employe organizations operate; the amount of money spent for schools.

At the extra-organizational level, each person senses the whirl of political action, the effects of patterns of home and family life, upheavals induced by rapidly changing community size and population make-up, the disturbing passions of racial tensions, and "due processes of law."

Determiners of Educator Quality

The grid as a whole points out that judgments concerning educator behavior and performance must be made in terms of the total matrix. It also makes it clear that efforts to improve teacher performance may not be blind to any of the factors displayed. A teacher might, for example, be a completely admirable person but have personal and family goals totally out of tune with both the community's and the school system's goals for education. Unless he could bring those goals into line with his, or modify his own, he would be judged a poor teacher in that setting. That is to say, when a teacher's (or principal's, or superintendent's) goals for education, the school's goals, and society's goals are in complete harmony, the quality of the person's performance is judged by observers to be the maximum as far as the Purposives are concerned.

The same kind of reasoning can be applied to the "in-phase" relation of the Control Structure and Dynamics with the other three sets of factors. Hence, according to this view, an educator's quality, as far as outside observers are concerned, reaches a maximum when the factors in the grid are all in phase, in harmony.

Examine the case of Winston Churchill. He was in and out of the government several times during his career. During his historic days, he read the signs of the time correctly and his value system, behavior patterns, and capacities were just right for England. In other words, all the factors in the matrix were in phase, in harmony. And Winston Churchill reached a pinnacle of acclaim at that time that marked him as one of England's all-time greats.

But a few years later – when World War II was over, he was rejected by the very same people. Why? Surely Churchill was no different. According to the grid, both the intra- and extra-organizational variables changed in the British scene to such an extent that Churchill's personal variables were no longer in phase. He was, then, judged inadequate, unsatisfactory before impending tasks.

It is almost certain that an educator who stays long enough in one position will now be loved and again disliked. If he enjoys tenure, he may patiently wait through the difficult days. Otherwise, he may be forced to leave. Such a popular reaction may be no more a condemnation of his professional competence than was Churchill's rejection by the British.

In fact, the grid suggests several hypotheses concerning conditions of harmony favoring approval of an educator:

IF *a person's value system* agrees with or does not

vary too much from that of the group to which he belongs .... then he will be approved.

a person's task perception coincides with or does not vary too much from the majority's expectations .... then he will be approved.

a person's professional goals are carefully spelled out and widely accepted within the school system and the community .... then he will be approved.

a person's ways of communicating fit the prevailing pattern of communication in the school system and in the community .... then he will be approved.

On the other hand, here are a few conditions suggested by the grid that could lead to an educator's rejection:

IF *a person's physical, mental or emotional capacity* are out of phase with the demands of the job and the expectations of the community .... then he may be rejected.

a person's approach to problem solving assumes wide access to relevant though sensitive information while that of the power structure of the school system and the community stresses limited access to information .... then he may be rejected.

a person believes and acts in the conviction that personal and family goals need not be wholly in harmony with and absorbed by school and community goals .... then he may be rejected.

Every time that an additional factor gets out of phase, the worth of the educator in the eyes of others is lower. And the total number of factors and subfactors in each cell of the grid is huge.

Note that some of the hypotheses offered have nothing to do at all with the nature of the educator himself. In other words, events beyond control of the person may decide his destiny.

Applications of the Paradigm

Individual cells and combinations of them suggest foci uses for educator development efforts.

Cell A1: Personal Educator Behavior. All development activities in it are focused on the improvement of an educator's behavior, or the behavior of groups of educators. For example, each one will want to

- develop all of the skills associated with teaching, especially as they pertain to one's specialism
- develop skills of writing, speaking, body language
- consider how one's behavior is influenced by items in each of the other cells, set priorities for needed personal development activities, and begin.

The suggested contents of the other cells offer cues concerning development activities with presumed beneficial effects for educator behavior.

Cell B1: Task concept, personal vision, values, prejudices and capacities (physical, mental, emotional). One might try

- physical fitness activities
- any efforts to improve emotional capacity and balance, such as sensitivity training, individual and group therapy, psychoanalysis, psychiatric counseling
- human relations study and training with a focus on prejudice
- study of philosophy, religions and other thought systems having to do with values
- efforts to extend personal vision through such activities as brain-storming, study and work in the creative arts, entering into some totally new and strange field of knowledge or skill
- analysis of one's personal task concept in relation to personal and family goals (Cell C1) and Intra-organizational Goals, i.e. goals and objectives of the schools. (Cell C2)
- efforts to keep mentally alert through such activities as associating with persons with stimulating minds, reading provocative books, subscribing to and reading magazines dedicated to thoughtful inquiry and discussion.
- activities to increase one's professional and general knowledge

Cell C1: Personal and Family Goals. Suggested activities:

- personal goal study with the assistance of persons and techniques for doing so
- family goal study, including those of individuals within the family having great impact on one's behavior
- adjust and modify goals as needed, – both personal and (to the extent possible) family
- professional goal study, remembering that one's professional goals are usually not as comprehensive as personal goals.

Cell A2: Intra-Organizational Dynamics or Behaviors. Undertake to

- learn about formal and informal communication patterns
- ascertain, if possible, the power structure of the school system
- determine the bases for staff development
- study the strengths and weaknesses of the physical plant as they affect the educational program and educator behavior.

Cell C2: Intra-Organizational Purposives. Take time, as needed, to

- discover and ponder the philosophical basis for the school systems goals and objectives
- examine the relation between the school's and one's personal philosophy, goals and objectives
- consider the extent of harmony or dissonance among personal, family and school goals, and the effect upon one's behavior.

Cell A3: Extra-Organizational Dynamics. As a longer time project,

- study the relations and effects upon one's personal behavior of tensions within the community – whether they be racial, religious, ethnic, economic or other
- look into rate(s) of change within the community as it (they) affect one's behavior
- analyze how information and feelings are communicated
- learn how decisions are made in the community, and how that process affects one's personal life style.

Cell B3: Extra-Organizational Control Structure. Also, over a longer time

- learn as much about the sociology of the community as possible, especially as the factors affect one's personal behavior
- study its political structure
- find out what forces comprise the power structure and who wields them
- learn the role and status of the schools in the community and what constraints there are.

Cell C3: Extra-Organizational Purposives. At the "global" level

- keep current with respect to state and local goals for education
- learn how state and local goals for education phase in with national goals
- determine the effects upon personal behavior of the existence of such goals and their relation to personal goals
- determine, if possible, the mission assigned to education at all levels.

If it is true that one's personal professional behavior is influenced by such factors and forces as those illustrated above, then a comprehensive program of educator development must assess the needs and set priorities for study in all of the kinds of areas set forth in the paradigm.

Chapter 8

Summary

With the state of the art in staff development in a state of flux for the past ten years, as outlined in this Special Report, where then are we now?

For openers, we are, as pointed out by the students at Georgia State U., more into the human side of inservice training, where the teacher to be truly effective must have warmth, personal interest in each student, a sense of humor, sympathy and patience, as well as being consistently fair and deserving of respect.

As the students recalled, their own best teachers were the ones who "helped us with personal problems and made each of us feel important."

The report notes that the watchwords of staff development today have become "creativity, individuality, humanism, relevance, flexibility in the face of change, responsibility, citizenship and self-worth for students."

One of the nation's school districts setting the pace in these relatively new fields of inservice teacher training is Birmingham, Mich., where the entire program is organized around the theme "Humaneness in Education." It stresses:

- Self-worth – To provide experiences which will help each student acquire the greatest possible understanding and acceptance of himself as a worthy and contributing member of society.
- Humanism – To help students recognize the essential humanity of all people and to encourage the development of relationships which demonstrate acceptance and concern for others.
- Individuality – To create an atmosphere which fosters creativity and values the individuality of each student.

One of the goals of the Los Angeles Unified School District is "to encourage effectiveness in interpersonal skills through a program of organizational development." Such a project, the school district says, "is the means toward addressing the growing need for team building and higher levels of awareness and skills in staff, community and pupil relations."

Also, school districts have recognized that far too much educational change was implemented in the past 10 years without the benefit of inservice training to prepare teachers to handle the change. One of the goals of staff development, Los Angeles contends, is "to ensure that the necessary training precedes the imposition of new requirements and the introduction of new and innovative programs.

"Too often, the school district contends, "in the past, large numbers of employes have faced massive change for which they were relatively unprepared. This has seriously impaired morale as well as the implementation of change. A well-designed staff development program could include provision for the anticipation and preparation for change through training sufficiently in advance of the change."

Another improvement in staff development programs has been a far more comprehensive program of evaluation. In Edina, Minn., the school district-wide Staff Education Policy Committee (SEPC) has a subcommittee on program development that not only helps develop the program, but also travels around the school system monitoring and evaluating its implementation.

Each member of this committee attends at least one staff development session per month and submits an evaluation report to SEPC. The in-depth report includes such areas as attendance, record keeping and the quality of leadership in intergroup relations. The subcommittee also develops a feedback survey so that the participants, too, can express their feelings to SEPC.

Says the school district:

"This plan rejects tests, term papers and the usual forms of cognitive evaluation common to regular college courses. It seeks to develop a sense

of community and to rely on responsible faculty behavior and the peer process. Few teachers have been involved in this type of classroom evaluation in their college careers; this program attempts to help teachers in dealing more effectively in the affective domain. Evaluation will, therefore, concentrate on what the teacher does in the classroom."

The Unity, Me., School Administrative District No. 3 (MSAD No. 3), faced in 1971 for the second year in a row with a voter-mandated budget cut, went to four-day week for students, using the entire day each Friday for inservice teacher training. Federal ESEA Title III funds were obtained an "Individualized Learning and Responsibility Development" program for staff, concentrating on a whole new "renewal process" for teachers.

By 1973, the extensive evaluation plan for this renewal process included nationally standardized testing, student and teacher attitude evaluation studies as well as studies of attitudes of parents and taxpayers, and a survey of actual change taking place "in the learning environment of children" through the new staff development procedures.

Such evaluations, the school district says, "demonstrate the value of teachers, students, parents and school administrators working together to meet educational needs in a setting of regular, intensive planning, training and evaluation."

Extensive needs assessment, the report notes, has led educators quickly away from the "traditional assumptions" that "the central administration and the university departments of education knew what was best for the teachers;" which usually amounted to "orientation workshops" before school started, "as well as a workshop day or two during the school year, and courses offered in the evening or during the summer, taught on the university campus."

New needs assessment, school districts reported, indicates that:

- Teachers themselves are an important source of information concerning their own professional growth needs.
- Self-awareness and understanding of human interaction are crucial to effective teaching.

The New Hampshire Office of Teacher Education and Professional Standards puts it this way:

"The traditional approach to inservice education is unacceptable "because it was not responsive to modern needs. It put emphasis on taking courses – any courses – to show professional growth; it did not encourage professional initiative on the part of individual teachers and administrators; and it did not give credit for exploratory or innovative activities in education which a teacher or administrator may be doing 'right on the job.' "

It is also apparent from the results of *Education U.S.A.* surveys for this special report that electronics, particularly closed circuit television, are beginning to have more and more of an impact on setting up an effective staff development program. As the report puts it: "Teachers are discovering that athletes aren't the only ones who can benefit from 'instant replay.' "

Both the Edina, Minn., and Delaware, Ohio, school systems use videotaping on a voluntary basis in their staff development programs. Edina's "Teacher Self-Appraisal Workshop" focuses on teacher objectives, methods and verbal and nonverbal expressions, all recorded on videotape. Delaware uses a Teacher Behavior Improvement Strategy developed by the Michigan-Ohio Regional Educational Laboratory, plus several other teacher preparation courses.

The procedure followed in both programs calls for setting an objective or objectives, planning a teaching strategy, videotaping the teaching, playing the tape back, coding teacher behaviors according to a set of interactional categories, analyzing the results, rethinking the strategy and trying again.

The Delaware system reports good teacher acceptance since "the program is essentially nonthreatening, and no one sees the videotape other than the inservice leader and the teacher involved unless the teacher requests that someone else see it." Also, the program is entirely divorced from any administrative evaluation procedures. Teachers who are in such a program, the school district says, "need to understand that it is not something done to or for them, but rather something done with them."

Needs assessment also has pointed out the necessity of staff development that meets the human relations needs of a school district's entire teaching team, over and above the kind of program that helps individual teachers do a better job.

One source of such "organizational development" is the National Training Laboratories (NTL) of the National Education Assn. Among the NTL's objectives for such organizational training are:

- To create an open, problem-solving climate throughout the organization.

- To build trust among individuals and groups throughout the organization.
- To increase the sense of ownership of organization objectives throughout the work force.
- To increase self-control and self-direction for people within the organization.

The philosophy of the NTL training sessions is that "a group climate which allows openness about both positive and negative feelings produces a strong identification with the other members of the group and with its goals." Thus, "the group becomes increasingly able to deal constructively with potentially disruptive issues."

One of the avenues toward such organizational development that is both widely used and at the same time controversial is the T-group (Training group) sensitivity session. Here, the motivations for human behavior, of which individuals are often unaware, are brought to the surface of a group discussion in sometimes exaggerated and emotional forms. Once they are made clear and explicit, then they are discussed and analyzed. In this way, the individual participant can observe both his own behavior and that of others in the group and get a clearer look at the motivation behind both.

According to Max Birnbaum, director of the Boston U. Learning Laboratory, "the devilish seductivity of human relations training stems from the fact that it can reduce individual resistance to change more effectively than any other means."

And now that such needs assessment has shown clearly the necessity to update and increase inservice training for teachers, the individual school district has begun to assume a larger and larger role in the process. As the report points out:

"A traditional assumption has been that the responsibility for professional growth was essentially the teacher's. Districts offered token workshops, and monitored a teacher's achievement of state-mandated professional growth requirements. But it was up to the teacher to find courses to meet the requirements, and the time to take them, and the money to pay for them, and the proper form with which to register them with the district. Today districts are taking their cue from business and industry, and are recognizing that it is in their own best interest to provide administrative support, time and money for staff development, as an integral part of the educational enterprise."

Many school districts have centralized inservice training in a specially created office of staff development. Providence, R.I., has created a Division of Training and Staff Development with an assistant superintendent in charge. Previously, the school system reports, staff development "was accomplished by curriculum coordinators on individual building levels with very little system-wide effect and with a minimal number of workshops and teacher participants."

Also, the report notes, school districts are tossing out "the old, ingrained assumption that anything a teacher might learn from inservice training rarely was valuable enough to justify the usurpation of classroom time by inservice activities."

MSAD No. 3's superintendent, Albert J. Brewster, Jr., puts it this way:

"The long established practice of holding teaching training sessions after school or in the evening, in this writer's experience, had never really proved to be very productive. After all, a teacher can hardly be expected to report to a central location after a full day of teaching and be in any state of mind to assimilate new ideas. . . In order to make effective changes in the educational process, adequate time must be allowed for inservice training of teachers – time which is not in addition to a full, vigorous work-week. What has long been established in the industrial realm must be established in the educational realm – effective, productive change can best be effected by providing for inservice training on 'company time.' "

His school district set a national precedent when it went to a full day a week for staff development. Other examples of school systems committed to staff development during regular school hours include Haverhill, Mass., which provides two hours a week; Providence, up to 30 days per year for each school, and Huntington Beach, Calif., where students are released by subject area so teachers can spend a whole day on a particular discipline.

Such a concerted effort at staff development has brought teacher associations and unions squarely into the inservice decision making picture, too. The report states: "Teachers everywhere are beginning to take an active part in staff development programs. They are determining the content of programs through needs assessment surveys, and they are planning and leading programs, too."

In Mamaronek, N.Y., staff members are encouraged to submit their own proposals for either independent or group inservice training. In Haverhill, Mass., "all workshops are being chaired by employes, not by paid outsiders." In MSAD No. 3, "teachers have found that their best resources are not outside experts. They've found that they don't

need a lot of sophisticated advice or equipment. They just need to get together in small groups and have time to work with new approaches and materials."

In Darien, Conn., the teachers association has appointed an inservice committee to work with the school district's administration. In Norman, Okla., the local association has sponsored and even helped finance workshops. In other areas, staff development language has been written into teacher contracts. Scranton, Pa., is one example. Sault Ste. Marie, Mich., is another.

In Birmingham, Mich., the Birmingham Education Assn. (BEA) came to the superintendent with a complete plan for a multiyear inservice program with BEA playing a major role in its implementation.

And NEA itself has a long do-it-yourself needs assessment chart for local associations and a program package on a "teacher centered" approach to staff development. According to NEA, a vital, teacher-centered inservice program needs three main ingredients:

> First, instructional and professional development program needs must be set as teachers themselves see them;
>
> Second, teachers must continue to exercise the pre-eminent governance role in program determination and staffing, but maintain assurances that financing of inservice education is a public responsibility;
>
> Third, since inservice participation needs to be an integral part of every instructional position, participation time should be a part of each teacher's employment.

The report also finds state departments of education playing more of a role in staff development, especially in New Hampshire and Pennsylvania, which have extensive guidelines for formulating master plans for inservice education.

Also in Pennsylvania, new state regulations make it legally possible for a teacher to leave a college with a bachelor's degree and initial certification, and then attain permanent certification without attending a single session of a formal course offered at a graduate school. They can do it entirely through inservice courses within their own school districts.

Thus, the role of colleges has changed considerably, too. Colleges are now designing courses and programs to meet the specific staff development needs of school districts and they are sending their graduate school personnel out into the schools to conduct the courses.

There is more independent study, too, with college and university professors acting as consultants and advisors for such projects. And teachers who begin post graduate study in their own schools can transfer to a full M. Ed. program at many colleges of education.

Finally, there are, the report says, six sets of interrelated factors which control the performance of educators. These are personal variables, intra-organizational variables, extra-organizational variables, purposives, control structure and dynamics. Relating them to each other in a grid of teacher development, the report contends that understanding these factors "enables individual teachers or groups of teachers, or planners of teacher development efforts to ascertain just how comprehensively they see the forces bearing upon them," and how to get more out of their development efforts.

"To guide teacher development efforts effectively, whether personally or collectively," the report states, "it is important to have a comprehensive grasp of the complex of forces bearing upon each person – and the potency of those forces. Without such a grasp, as the history of staff development activities abundantly demonstrates, time and money can be expended on narrow aspects of the total problem, often overlooking forces so powerful that they determine the outcomes in advance."